

## **LEA Application Part II**

**ATTACHMENT III****SAMPLE SCHOOL APPLICATION**

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

**The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.**

School Name and code Southeastern High School – Dist. 576 State 03540	District Name and Code Detroit Public Schools 82010
Model for change to be implemented:	
School Mailing Address: 3030 Fairview Street Detroit, Michigan 48214	
Contact for the School Improvement Grant:  Name: Odette Redd Position: Math Teacher  Contact's Mailing Address: 3030 Fairview Street/ Detroit, Michigan 48214 Telephone: 313-866-4500 Fax: 313-449-4671 Email address: Odette.redd@detroitk12.org	
Principal (Printed Name): Dr. Gerald E. Craft	Telephone: 313-866-4500
Signature of Principal: X 	Date: 8-13-10
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

## SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Southeastern High School is one of many schools in the Detroit City Public School System that has been reconstituted due to its low performance and its inability to demonstrate adequate yearly progress (AYP). The school faced significant challenges as the school year began.

Southeastern opened its doors for the 2009–10 school year with a principal who was put in place two weeks before the school session began. Two weeks before school opened, he interviewed and hired an entire new staff, administrative team, counselors, and support staff and security personnel. The master schedule for 2,000 students had to be created within that same two weeks. At the same time, the closing of other city high schools increased the student population of Southeastern, which became the home of three gangs that were suddenly thrown together under one roof. Also, a security staff of nine was cut to eight, with one injured on leave and perhaps three in attendance on a daily basis.

The school administration is working hard to keep the lid on the building. It is imperative that school safety be addressed immediately in order to move this school forward academically. Students and teachers are afraid, and fear is seriously impeding attainment of AYP.

Issues impeding the progress of Southeastern include lack of personal relationships between students and teachers. Few students were able to identify any personal relationship with a teacher. Coaches and the JROTC instructors are among the few teachers that students cite as bridging the gap between adults and students in this school. From the first day of school, there was not a full staff of counselors in the building. Two more counselors were hired in November to fill out the staff of six. With a caseload of over 330 students, counseling is more manageable. However, it is necessary for counselors to organize their work to reach all students, and so far this year, most students have not met their counselor for a conversation regarding their individual achievement or career goals. Counselors play a pivotal role in personalization of the school learning environment. Development of personal relationships in this school is critical, and all adults and students need to be involved in this process.

With new staff after reconstitution, it is equally important that adults begin to develop relationships with each other. Southeastern is a school where classrooms are small islands with little collaboration and conversation about student achievement. Because the district did away with department chairs, it is necessary for individuals to assume leadership roles and take on the

challenge of organizing communication within and across curricular areas before the school can attain AYP and students can meet and exceed the MME State examination requirements. It is imperative that the principal and his Leadership Team immediately identify individual teacher leaders that will step up and assist them in building a collaborative, collegial, and personal learning environment for all stakeholders in the school community.

Other issues impeding progress include (a) lack of consistent expectations for students, (b) lack of school wide practices to eliminate disruptions to the teaching-learning environment, and (c) lack of focus on instruction that challenges and engages students. Critical to success in exceeding state standards and making AYP is instruction that engages students in rigorous, relevant learning activities. In over 25 classroom observations, we witnessed only a few teachers challenging students with this kind of work, whereas the primary method of instruction was routine and proscriptive, working out of a textbook, or lecture. There was little differentiation of instruction to meet the needs of diverse learners, and there were many teachable moments missed because the teacher ignored student questions or gave, in one case, erroneous information.

It is imperative that students and teachers have a clean learning environment. In the morning when students come into the school, garbage cans in the front of the school are overflowing. Trash litters the building. Although the custodial staff has been drastically cut, at least trash can be disposed of and bathrooms kept clean throughout the day. While there is a concerted effort to eliminate gang graffiti, overall cleanliness must be added to the list of things that custodians focus on each and every day.

The administrative team is committed to turning this school around. Since the beginning of school, it is clear that they have been working feverishly to maintain order, but now the time has come to develop an instructional focus and deal with the Number 1 issue: student academic achievement. It is imperative that a new school improvement plan be developed in a way that gives staff a voice and a role in its implementation. Also, data must inform instruction. Administrators and teachers must collect and analyze weekly assessment data to determine which students need additional assistance in accomplishing academic goals.

One of the most outstanding features of Southeastern High School is the involvement and dedication of the school's community liaison. She is determined to have more adults in the community involved in the life of the school. She was responsible for the training of several parents as school volunteers to assist with safety concerns. Parental involvement will be critical for Southeastern in achieving its goals, and administration should establish a calendar of events for their participation.

### **Key Challenges**

- Establishing a safe and secure school environment
  - Enforcing the existing dress code policy
  - Increasing the number of security officers and placing them strategically around the building
  - Maintaining a clean teaching and learning environment
  - Developing a clear and consistent discipline policy for students
  - Organizing the work of the custodial staff to ensure a clean learning environment
- Improving instructional delivery using the Rigor/Relevance Framework

- Increasing parental involvement
- Addressing the large number of students who are truant and skipping classes
- Developing a school improvement plan with the entire staff, including the following:
  - A literacy initiative for Reading/Writing and Mathematics
  - Develop and consistently use an instructional model in and across disciplines
  - Develop a professional staff development plan for the school
- Eliminating “all call” disruptions
- Organizing the work, workload, and activities for counselors
- Personalizing the teaching-learning environment by engaging students, teachers, support staff, and parents in team-building activities, and by developing student advisories

### Learning Criteria Assessment

The International Center’s Learning Criteria to Support 21<sup>st</sup> Century Learners. The Learning Criteria is based on research conducted by the International Center and the Successful Practices Network with over 600 schools across the country. This section of the report will provide an assessment of each of the four dimensions. Evidence to justify the assessments was derived through an analysis of student performance data; administration of student and staff surveys; classroom observations; and interviews with teachers, administrators, counselors, students, and parents.

#### Personal Skill Development – *At-Risk*

Southeastern offers a variety of extracurricular activities to students. The school takes pride in its football and basketball programs. However, many students feel that these are the only activities that receive any recognition and support. Many females expressed the belief that girl’s athletic programs are not as important to the school as other athletic activities. Students believe that more extracurricular activities should be offered to students. Examples mentioned included forensics and debate clubs, chess clubs, and service learning clubs would develop leadership among students. Most students expressed the desire to engage in postsecondary education but felt that they received little assistance from counselors. A need exists for more students to be engaged as members of a team or organization and for all students to be involved in conflict resolution activities at the school.

Survey results that support this rating are shown below.

<i>We Learn</i> -Q11. Bullying is a problem at this school.	35%
<i>We Learn</i> -Q19. Teachers respect me.	56%
<i>We Learn</i> -Q44. My classmates encourage me to do my best.	37%
<i>We Learn</i> -Q55. Good citizenship is rewarded in this school.	31%

<i>We Learn</i> -Q34. My teachers know my academic interests and goals.	35%
<i>We Learn</i> -Q15. I can share my academic problems and concerns with my teachers.	51%
<i>We Learn</i> -Q60. My teachers know what I love to do outside of school.	22%

## Recommendations

- Develop student advisories to build respectful relationships between students and faculty members.
- Develop regular counseling protocols for students who need assistance preparing for college and workforce readiness.
- Recognize students and celebrate their achievements on a regular basis, both male and female.
- Develop a broad range of student activities to address the varying needs of the student body.
- Develop conflict resolution protocols with students to address bullying and safety issues.

## Learner Engagement – *At-Risk*

It was evident through classroom observations and discussions with students and staff that there was an inconsistent pedagogical approach throughout the school. In over 25 classroom observations, the level of student engagement was low. Some exciting and engaging lessons were observed; however, those were the exceptions, not the rule. Some of the most engaging lessons allowed students to think in complex ways, but few lessons involved the application of knowledge and skills. There was an absence of a consistent instructional delivery model, and small group or independent study activities were not observed. Routine instructional activities, including worksheets, low-level questions, and other proscriptive methods were consistently observed. Mismanagement of instructional time was prevalent. Teaching is not synonymous with learning. Many missed teachable moments were observed — students' questions went unanswered, and in one case, a teacher gave erroneous information.

A dichotomy exists between teachers' and students' perceptions regarding effectiveness of classroom instruction in promoting student engagement in meaningful learning. A comparison of the *We Learn*— Student Survey and the *We Teach* – Instructional Staff Survey reveals:

- 93% of teachers believe their instruction is student centered; 48% of students expressed this view.
- 87% of teachers encourage students to create original solutions to complex problems; 52% of students find this to be true.
- 87% of classroom teachers indicated that students in their classes engage in hands-on activities; only 32% of students indicated that they do lots of hands-on activities in classes.

- 86% of teachers feel they make learning exciting for their students whereas 31% of students think teachers make learning fun.

In addition to the aspects of pedagogy mentioned above, other school-wide factors can impact levels of student engagement. Teachers and students revealed frustration regarding the many interruptions and PA announcements during instructional time. Ninth graders expressed frustration about a building that is falling down, dirty, and lacking water fountains. Classrooms were not orderly and had few displays or exhibitions of student work. Some students reported that they did not feel safe in the school and the lack of common classroom practices and procedures for student behavior contributed to the low levels of student engagement observed.

Dropout, attendance, and graduation rates were also examined as indicators of student engagement. Although Southeastern High School's 4-year dropout rate fell 6.66% from 2007 to 2008, in 2008, Southeastern's 4-year cohort dropout rate (15.83%) was 1.64% higher than the state and 11.25% lower than the district. However, from 2007 to 2008, the gap with the state narrowed 5.76% and the gap with the district widened 3.75%.

Southeastern High School's attendance rate averaged only 69% in 2006-07 and 2008-09 and was 69.4% for 2008-09, which was 13.6% lower than the district and 24.9% lower than the state.

The school's 4-year cohort graduation rate rose 14.54% from 2007 to 2008. In 2008, Southeastern High's 4-year cohort graduation rate (77.62%) was 2.12% higher than the state and 19.40% higher than the district. Southeastern had 193 more graduates in 2008 than in 2007. All reported subgroups had a graduation rate increase from 2007 to 2008.

Strong learning relationships between students and teachers are also an important component of student engagement. The data from student interviews and the We surveys indicate that many students do not feel a strong connection with their teachers or the school.

- 38% of students say the school is responsive to their academic interests and goals.
- 23% say teachers know what they like to do outside of school.
- 55% believe their teachers care about them.
- 52% say they could share their academic concerns with their teachers.
- 69% believe teachers care if they participate in class.
- 49% say that teachers are enthusiastic about what they teach.

## **Recommendations**

- Develop and utilize a consistent pedagogical approach in the delivery of instruction.
- Engage students in higher order thinking activities, group work, and projects in order to assess their understanding of the curriculum.
- Develop active learning activities that engage students.
- Engage students in learning experiences that are relevant to their lives.
- Plan cross-curricula instruction and instructional delivery for students—for example, reading and writing across curricula.
- Improve school spirit for students and collegial relationships among staff.

## **Foundation Learning – *At-Risk***

With 18% of the students meeting Proficiency or Above levels on the state examination, it is clear foundation learning is an area needing massive improvement. Additionally, 24% proficient in reading and 5% proficient in mathematics in grade 11 also signals a need for radical change in delivery of instruction and identifying learning expectations. This area of concern is evident in the MME results that follow.

## **ENGLISH LANGUAGE ARTS**

### **ELA - Reading Component (24%)**

The percentage of students at Levels 1 and 2 (Proficient or Above) gained 8% from 2008 to 2009 and was at 24% in 2009, which was 10% lower than the district and 36% lower than the state.

### **ELA - Writing Component (8%)**

Although the percentage of students at Levels 1 and 2 (Proficient or Above) gained 3% from 2008 to 2009 and was at 8% in 2009, which was 11% lower than the district and 35% lower than the state.

### **Total ELA (11%)**

The percentage of students at Levels 1 and 2 (Proficient or Above) gained 2% from 2008 to 2009 and was at 11% in 2009, which was 15% lower than the district and 41% lower than the state.

## **MATHEMATICS (29%)**

The percent of Southeastern High School students at Levels 1 & 2 (Proficient or Above) gained 1% from 2008 to 2009 and was at 5% in 2009, which was 11% lower than the district and 444% lower than the state. One student at Southeastern High School achieved Level 1 (Advanced) performance on the Grade 11 Mathematics MME in 2009.

While it was apparent that many English language arts and math teachers understand the key concepts and content assessed on the MME associated with their subject area, this was not the case with other staff. ELA and math concepts could be delivered in other content areas, and common rubrics should be developed and used by all staff. The school's elective programs in particular would be ideal areas to reinforce academic skills in ELA and math that are assessed on the MME. Based on the International Center's work with model schools across the country, providing students numerous opportunities to apply essential academic content in a variety of areas will improve achievement on state-mandated tests and reduce resources needed for remediation.

## **Recommendations**

- Increase student achievement levels for ELA and math in order to reach AYP.
- Build a positive culture of higher expectations for student performance.
- Provide test-taking skills, study skills, and time-management skills, for students.
- Chart student progress to meet graduation requirements and goal setting for postsecondary education.



### **Stretch Learning – *At-Risk***

There is certainly a need for more challenging, high-level, rigorous instruction at Southeastern High School, especially in honors and advanced courses, as well as dual-enrollment courses. Several students interviewed felt unchallenged, in fact bored, in their classes. They felt some teachers were unprepared because they “do the same old thing every day.” Student boredom was also apparent in the number of students cutting classes on a daily basis. It is likely that if lessons were more interesting and student centered, attendance would improve.

In interviews with teachers, some expressed a belief in the need to stretch all students beyond minimum requirements. Other teachers felt overwhelmed by the task of getting all students at proficient levels on the MME and believed that some students were not being stretched as a result. Teachers sometimes had difficulty providing examples of ways they stretch their students.

On the *We Teach* – Instructional Staff Survey:

- 52% of teachers believe if students are given more challenging work, they do it.
- 43% indicate that this school has high expectations for all students.
- 59% believe that students are expected to exceed a basic understanding of what is being taught.
- 26% believe this school prepares students to compete in a global economy.

Identifying stretch learning indicators unique to Southeastern High School students would help unite faculty and the community around common goals. Stretch learning is also an area where counseling services must play a bigger role. Currently, the new team of counselors has varying experience, one or two with no high school experience at all. With large caseloads, counseling staff must work with students in small focus groups to meet the needs of all the students in a timely manner.

### **Recommendations**

- There must be consistently high expectations for all students at all times.
- There must be more challenging course offerings.
- Counselors must develop strategies to work with large caseloads of students through small focus group sessions.

## **Components of School Excellence**

## **Embrace a Common Vision and Goals: Rigor, Relevance, and Relationships for All Students - *Absent***

Schools, like any organization that strives to improve, must have a vision shared by all. Everyone must be committed to common goals to measure success, and staff must share the same perspective as to what is important in the organization. The lives of today's students will differ greatly from those of their parents and grandparents. Therefore, it is critical that students receive an education that is relevant to their future world. Maintaining the status quo will not deliver the skills necessary for success in the global economy nor adequately engage students in meaningful learning.

Strong adult-student relationships and relevant instruction are keys that can unlock the doors to student engagement and the rigorous outcomes that will best prepare students for the demands of higher education and the competitive workplace. Schools that recognize the interdependence of supportive relationships, relevant instruction, and academic rigor will be best equipped to deliver a meaningful, high-quality education to every student. The vision that must define effective schools is rigor, relevance, and relationships.

Southeastern High School currently does not have a clear vision or sense of collective purpose to move forward. School climate has been hurt by the timing and management of the reconstitution of schools. Some teachers demonstrate that they really care about students, but they are the minority. There is little or no interaction with students in hallways between classes other than to move them along to the next class. Most classes are teacher-centered, not student-centered. There is resentment among adults because of the way they were treated in the reconstitution process. It will be a while before some get over it. The words of one individual: "I'm angry, and I'm here to get paid." While this was the sentiment of just one individual, it is likely a common feeling. Teachers do not know each other or many students outside their classes. Teachers who are trying are frustrated by truancy, lateness to class, and interruptions by PA announcements.

Most students have high aspirations for their futures, and most feel that they will be prepared when they leave Southeastern High School. However, many observed lessons did not demonstrate the rigor to prepare students for college and work. It does not appear that students are challenged to stretch themselves beyond the basic understanding of the curriculum in most classes. Some exceptional teachers engaged students in their own learning, asked higher order thinking questions, or allowed students to engage in small-group work or independent study but overall, relevance does not appear to guide preparation of lessons. Absence of differentiation in instruction is the rule, not the exception.

### **Strengths**

- A principal and administrative team who understand the urgency needed to move this school forward
- A group of potential teacher-leaders
- An outstanding community liaison

### **Areas of Need**

- A belief that all students can achieve at high levels, and practices that support that belief
- A comprehensive school improvement plan in which all stakeholders have ownership
- A clear vision that all students, teachers, support staff, and administrators can buy into, about their individual and collective responsibilities that will move the school forward toward attaining its goals

We Lead survey results indicate that only 37% of teachers believe that school administration clearly communicates the goals of the school to staff and 34% of teachers say they understand the mission and vision of the school. On the We Teach survey, only 40% of teachers believe they have adequate opportunity to contribute to school wide decisions, while only 32% of students feel they have a voice in school wide decisions, according to the We Learn survey.

### **Inform Decisions Through Data Systems - *Absent***

Whole school/district reform is a continuous process guided by a well-developed data structure based on multiple measures of student learning. Highly successful schools/districts use quality data to make laser-like decisions about curriculum, instruction, and assessment. Using data structures, schools/districts accurately validate areas of strength and need and make effective adjustments to meet the needs of all students. These schools/districts are transparent with their data, which is shared with all school stakeholders.

Too often, schools/districts are judged solely by the data produced from state testing in the core academic areas and on whether they are meeting AYP under *NCLB*. True data-driven achievement involves much more than reacting to test scores. Schools and teachers must acquire and analyze many other data sets in order to improve student performance. Determination of what and how much to teach must be based on data that show what the world beyond school expects high school graduates to know and be able to do. This includes the requirements of higher education, the workplace, home, and society.

Currently no evidence exists that decisions about programs and instructional practices at Southeastern High School are based on data. Absence of effective instructional practices in many classrooms and lack of a system of collecting and analyzing student data on a regular basis support are evidence of the problem. No common planning time exists to discuss pacing and sequencing of instruction, nor is there any real department leadership to organize agendas for discussion of instructional practices. Teachers post neither student achievement results nor school wide data in their classrooms that would give students a sense of urgency related to improving their understanding of the content and curriculum.

### **Areas of Need**

- A data room (War Room) for administration to meet individually and collectively with teachers, support staff, and central office personnel to have focused discussions about the collection, analysis, and the diagnostic use of data to inform instructional decision making
- A weekly or biweekly assessment template for teachers and administrators to monitor continuous progress and identify students who are struggling and provide them with the

instructional support needed for academic achievement. This data will determine the level of rigor and relevant instruction taking place in the classroom.

- Professional staff development based on student achievement data
- Disaggregation of student data at the classroom level to improve student achievement and teacher accountability
- Ability to measure students' literacy levels on a continuous basis and use this data to compare it to the established literacy goals

### **Empower Leadership Teams to Take Actions and Innovate - *Partial***

Schools that will be most successful in the 21<sup>st</sup> century will be led by individuals who possess the skills and attitudes to take action rather than defend the status quo. The charge to school administrators is to build awareness and support for change in institutions steeped in tradition and inherently resistant to change. Successful administrators are thoughtful regarding why and how reform should occur in their schools. These leaders work with stakeholders and staff to develop a consensus on what to change and how change will be made. Meaningful reform is more likely to be sustained when teachers, parents, and communities work toward a shared vision rather than feel threatened by proposed change. Leadership does not reside in a single position but reflects the skills and attitudes of the many staff that will take action and improve through effective learning communities.

Although there is a strong administrative team in place, there is little evidence that supports development of systems and practices to empower nontraditional leadership roles. In the course of the reconstitution of schools in Detroit, this is a difficult area to manage, specifically because all departmental lead teachers were cut out of the budget and there is no organized instructional oversight by anyone other than the principal and his team.

We Lead survey results for this area include:

- 59% of teachers believe that the school administrators see them as leaders; however, 75% see themselves as leaders.
- 59% of teachers believe that new ideas are embraced as essential by administration and 91% are open to new ideas.
- Only 55% of teachers believe there is strong communication between school administration and staff.
- 71% believe they communicate effectively with colleagues.
- 59% believe that the school administration creates a climate of trust and the same percentage agrees that the administration keep staff confidentiality.

### **Strengths**

- A strong administrative team
- Several teachers who want to take on leadership roles

### **Areas of Need**

- The principal and his team need to identify potential teacher-leaders and support staff-leaders at Southeastern High School.
- A professional staff development plan needs to be designed specifically for building leadership capacity in the school.
- Consistent, open, and frequent communication is needed to define the roles and specific tasks to be managed by the existing Leadership Team.

### **Clarify Student Learning Expectations - *Initiated***

State K–12 learning standards are typically broad and open to interpretation. State tests are by nature more prescriptive in defining learning, but even tests leave out many essential skills that are difficult to assess but important to learn. Conflicting standards, tests, and community expectations for schools create a wide-ranging and jumbled assortment of curricula, instructional practices, and classroom materials, as well as varying expectations for rigor within and across grade levels. Connections between concepts across courses may not be made from year to year, and instruction too often is not planned to build explicitly upon previous learning and toward future learning. When districts take steps to remedy these challenges, they meet with success in improving student academic achievement. Typically, such districts have implemented a coherent, district wide curriculum.

The absence of a mission statement that embodies high learning expectations means there is an absence of consistent standards for student learning at Southeastern High School. In far too many classes, learning experiences do not allow students to become actively engaged in tasks that lead directly to learning that is rigorous, relevant, of transferable to real-life experiences. No common instructional design or model exists that teachers use to develop sustainable routines for bell-to-bell instruction from class to class.

No expectation exists for systematically displaying learning objectives for students. Both student/staff interviews and classroom visits suggest that all teachers do not hold as a main concern the delivery of high-priority academic skills and knowledge. Also, faculty acknowledges that they do not have high expectations for students. For example, the *We Lead* survey report indicates that just 62% of staff believes that the school has high expectations for students. This is no secret to students, whose perceptions concurred with those of the staff: Just 53% believe the school has high expectations for all students.

### **Strengths**

- A few teachers who have a repertoire of strategies that communicate and clarify expectations for student learning
- School leadership that understands the need for a priority focus on instruction

### **Areas of Need**

- Utilize an instructional model that identifies and clarifies student expectations
- Create learning experiences that are challenging, and allow students to work and think independently or in small groups
- Develop agreement among teachers about the academic skills and knowledge to be taught

- Check students' understanding of behavior, classroom participation, homework, etc.

### **Adopt Effective Instructional Practices - *Initiated***

Successful instructional practice includes having a variety of strategies and tools to meet the needs of diverse learners in all disciplines and grade levels. In the nation's most successful schools, literacy is the highest priority, grading systems are adapted to measure proficiency, and brain-based research informs daily practice. To achieve higher levels of student engagement with the curriculum requires a shift in focus from teaching to learning. Success in achieving state standards results not from teaching with routine and proscriptive methods but from selecting successful instructional practices to meet the needs of each student.

After several classroom visits, it was clear that lessons with high levels of rigor were exceptions, not the rule. There were potentially good classes that were taught at surprisingly low levels. Many students lacked an understanding of the purpose of instruction because it simply was not made clear by the teacher at the beginning of the lesson. There was an abundance of working out of textbooks and answering questions. Little or no small-group work was initiated as a means of differentiating instruction and providing independent learning opportunities for students who had an understanding of the content. Little student work was displayed in classrooms.

After several observations, it appeared that most instruction was teacher centered rather than student centered. While students for the most part were well behaved, they were not challenged to express what they knew in several classes. Many questions were left unanswered because many teachers were more concerned about completing the lesson than clarifying the understanding of their students.

Survey results provide additional evidence of the deficits in this area:

- Only 47% of teachers said that student literacy levels are measured continuously and only 53% of students said their reading ability is measured regularly.
- Although 93% of teachers believe that instruction in their classes is student centered, only 46% of student thought so.
- 89% of teachers said students discuss and solve open-ended questions and problems in their classrooms and 72% of student agrees.

### **Strengths**

- A few teachers have excellent classroom management skills
- A few teachers are using learning strategies that connect students' understanding of content to previous learning experiences

### **Areas of Need**

- A school wide professional staff development plan to address effective instructional practices, differentiation of instruction, effective classroom management, effective and engaging lesson plans, and sharing best practice strategies that teachers are using at Southeastern High School
- A deliberate focus on instructional practices that differentiate instruction to meet the learning needs of all students

### **Adapt Organizational Structures - *Absent***

Organizational structures should be determined by instructional needs. Only after a comprehensive review of instructional practices should schools begin to address the issues of organization, such as school schedules, use of time, unique learning opportunities, school calendars, and physical structure. This “begin-with-the-end-in-mind” approach allows highly successful schools to see clearly the structures that need to be changed in order to support the learning needs of all students. Many schools mistakenly adopt a new organization without a clear expectation of what will be different instructionally as a result of the change. In successful schools, organizational structure is used as a tool/resource to help prepare all students for the demands of the 21<sup>st</sup> century.

By focusing first on effective instructional strategies and practices, schools can design learning environments that provide personalized instruction to all students through small learning communities, career-technical education, transitional programs, and community partnerships that provide work-based experiences and meaningful internships. These strategies make it easier for schools to forge staff collaboration and to sustain learning environments that provide students with rigorous coursework, relevant experiences, and meaningful relationships with teachers who will help them attain their goals and aspirations.

It is clear that Southeastern High School needs to be organized around the needs of students. While this might have been difficult at the beginning of the school year, it is now time to utilize available data to determine if students were even properly placed in the classes that they need to meet graduation requirements. There is a need for structures to be put in place around student literacy and developing a school improvement plan that outlines measurable goals, and strategies to meet those goals, around a literacy initiative. Teachers need to become familiar with one another and with their students. It was evident through teacher and student interviews that relationships between teachers and students outside the classroom are limited. It was also evident that teachers did not have structures in place to engage each other on a personal or professional level.

Working with the school-community liaison is important to engage parents in the life of the school and plan meaningful work for them when they come into the school to volunteer their time. A plan for special programs and structures is needed to ensure successful transition of students into and out of high school.

### **Strengths**

- A strong school-community liaison
- A strong athletic program

### **Areas of Need**

- Provide multiple pathways for students' academic achievement by creating dual-enrollment opportunities, work-study programs, and opportunities for community service
- Develop a strong literacy initiative across curricula at Southeastern High School
- Develop student advisories in order for each student to have a connection with at least one adult in the building that they can rely on to be their advocate

### **Monitor Progress/Improve Support Systems - *Absent***

Highly successful programs monitor student progress on a regular basis. Successful schools use formative assessments in an organized, deliberate, and ongoing fashion to monitor student progress. Further, they use this data immediately to adjust instructional practices and intervene to better meet student needs. Additionally, successful schools use tools such as the four dimensions of the Learning Criteria to Support 21<sup>st</sup> Century Learners to assess their current status and monitor ongoing progress. Supportive structures include:

- Small learning communities
- Advisory programs
- Prevention and early intervention programs
- Transition programs (primary to middle school, middle to high school, and 12<sup>th</sup> grade to postsecondary)
- Community outreach and support
- Business partnerships
- Family involvement and participation programs

The key is that these programs must be systemic so that no child falls through the cracks.

The school leadership at Southeastern High School recognizes the need for change in processes and procedures related to monitoring and improving student- and teacher-support systems. Unless support systems are put in place to have high accountability of staff, and higher expectations for students, the trajectory of academic achievement will remain on a downward spiral. In the absence of a data-driven, school wide intervention system for struggling students, many students will fall through the cracks. With a relatively new faculty and staff there needs to be serious discussions about the roles of social workers, school security officers, parents, and the community liaison. Counselors need strategies to manage their caseloads and to develop strategies to meet the needs of students. All available resources must be utilized in order to prepare all students for college and the world of work.

Survey results indicate the following:

- 87% of teachers believe they are expected to give frequent feedback to students about the quality of their work and actions but only 56% of student say they are often told how they are doing in their classes.
- Only 51% of students believe they can share their academic problems and concerns with their teachers.



## **Areas of Need**

- A sense of urgency needs to be created in which the achievement of every student becomes the responsibility of the entire school community.
- Individual student progress needs to become an agenda item at every faculty meeting.
- Student progress must be monitored frequently with formal and informal assessments.
- Counselors need to develop schedules to meet with small focus groups of students.
- A professional staff development plan needs to be developed for all instructional and support staff in order for them to develop strategies to meet the needs of students as they enter and exit high school.

## **Refine Process on an Ongoing Basis - *Initiated***

The nation's high-performing schools realize that success is an ongoing and ever-changing process. Student needs, community demographics, state requirements, and college and work-ready skills are continually changing. Successful schools utilize a planning process that causes them to monitor and reflect on student learning and performance continually. This component should reinvigorate the process and cause school leaders to look at new and emerging challenges and explore potential solutions and successful practices from around the country.

In order for Southeastern High School to become a high-performing school, the entire faculty and staff must become a team that regularly identifies what is working and improves upon it, and what is not working and eliminates it. Researched-based practice must be used to improve the academic achievement of all students. There is little evidence to suggest that Southeastern High School is actively researching and using best practices on a regular basis, or that it has developed a working plan for ongoing professional staff development.

## **Strengths**

- An administration determined to bring about positive change
- Many potential teacher-leaders
- Leadership wanting professional staff development to bring about the level of change needed to ensure the success of all students at Southeastern High School

## **Areas of Need**

- A variety of data should be reviewed on a regular basis to monitor instruction and make changes in procedures and processes that do not contribute to the academic achievement of all students.
- A yearlong professional development plan aligned to student learning goals need to be created.
- Professional development should take place at every faculty meeting, along with discussions and demonstrations of best instructional practices.

# SEE ATTACHMENT FOR REQUIRED DATA

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)						
Race/Ethnicity						
Students with Disabilities						
Limited English Proficient (LEP)						
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male						
Female						
Aggregate Scores						
State						

# SEE ATTACHMENT FOR REQUIRED DATA

## Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES									
Race/Ethnicity									
Disabilities									
LEP									
Homeless									
Migrant									
Gender									
Male									
Female									
Totals									

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES						
Race/Ethnicity						
Disabilities						
LEP						
Homeless						
Migrant						
Gender						
Male						
Female						
Totals						

## SEE ATTACHMENT FOR REQUIRED DATA

### Enrollment and Graduation Data – All Students

**Year: 2009-2010**

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

### Number of Students enrolled in Extended Learning Opportunities

**Year: 2009-2010**

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9					
10					
11					
12					

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

### School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement).

<input checked="" type="checkbox"/> <b>General Funds</b>  <input type="checkbox"/> <b>Title I Part A</b> <input checked="" type="checkbox"/> <b>Title I Schoolwide</b> <input type="checkbox"/> <b>Title I Part C</b> <input type="checkbox"/> <b>Title I Part D</b>	<input type="checkbox"/> <b>Title I School Improvement (ISI)</b>	<input type="checkbox"/> <b>Title II Part A</b> <input type="checkbox"/> <b>Title II Part D</b> <input type="checkbox"/> <b>USAC - Technology</b>	<input type="checkbox"/> <b>Title III</b>
<input type="checkbox"/> <b>Title IV Part A</b> <input type="checkbox"/> <b>Title V Parts A-C</b>	<input checked="" type="checkbox"/> <b>Section 31 a</b> <input type="checkbox"/> <b>Section 32 e</b> <input type="checkbox"/> <b>Section 41</b>	<input type="checkbox"/> <b>Head Start</b> <input type="checkbox"/> <b>Even Start</b> <input type="checkbox"/> <b>Early Reading First</b>	<input type="checkbox"/> <b>Special Education</b>
<b>Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at <a href="http://www.michigan.gov/schoolimprovement">www.michigan.gov/schoolimprovement</a>.</b>			

## **SECTION II: COMMITMENT**

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

The Detroit Public Schools (DPS) and Southeastern High School (SEHS) are committed to making immediate and targeted change that significantly improves student achievement at the school. Efforts have been made to collaborate with community and school stakeholders to develop and finalize the Southeastern Turnaround Intervention Plan (see appendix 1) that included:

- DPS conducted a community awareness campaign to inform stakeholders of SEHS desire to apply for School Improvement Grant Funding using the Turnaround Model
- School and district leadership committed to the Turnaround model and is currently in the process of reevaluating teachers
- Replace 50% of instructional staff prior to the start of the year
- Shared information on the requirements of the Turnaround model with staff at a faculty meeting in July
- Convened the leadership team and school community members to determine most urgent needs and the turnaround strategies to address those needs.
- Developed and submitted a three year Turnaround Plan that addresses strategies to improve:
  - i. Teacher and School Leader Effectiveness
  - ii. Comprehensive Instructional Reform Strategies
  - iii. Extended Learning Time and Creating Community-Oriented Schools
  - iv. Operating Flexibility and Sustained Support
- Detroit Public Schools and School Leadership sent a detailed description of the Turnaround Intervention Plan (TIP) to inform school stakeholders of efforts to improve school climate and student achievement

2. Explain the school's ability to support systemic change required by the model selected.

Leadership and staff at SEHS are poised to implement the strategies identified in TIP. In 2009, Dr. Gerald E. Craft, principal, was assigned to the school and was asked to interview and replace staff, resulting in 70% of staff being replaced. Selection of new staff was based on willingness and desire to support the innovative and bold strategies needed to support school turnaround. Effort to retain 50% of current staff will be based on appointments from last year that demonstrated a willingness to dramatically improve student performance at SEHS.

Additionally, Dr. Craft and school leadership worked with the International Center for Leadership in Education to assess school needs, identify members of a school leadership team, and an action plan to drive necessary change in the system.

School leadership and staff have made a commitment to advance the work started last year and to map out additional strategies and staff positions to support full turnaround efforts:

- Executive coaching for school principal and leadership team
- Job-embedded instructional coaching
- Coordination of professional development plan
- Appointment of critical staff members that include:
  - Core academic coaches
  - Literacy specialists
  - Data specialist
- Strategies and tools to gauge school culture and student engagement
- Communities in Schools

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

State assessment results reveal a steady decline in both reading and mathematics over the past three years at the 11<sup>th</sup> grade level.

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
11 <sup>th</sup>	15.6%	24.1%	0.0%	3.4%	5.4%	0.0%

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

SEHS is committed to utilizing current research based instructional programs. Utilizing SIG funding, SEHS will appoint four content coaches, two literacy specialists, a data specialist, plus instructional support from the International Center for Leadership in Education and Content Literacy Continuum to ensure that instructional programs are effective and result in greater student achievement. This team will focus on building the capacity of staff through job-embedded professional development to apply the Strategic Learning System and Content Literacy Continuum. Developed by the University of Kansas Center for Research on Learning, the Content Literacy Continuum provides an effective framework for addressing school's Response to Intervention (RTI) needs. The Strategic Learning Center serves as the implementation arm for the University of Kansas Center for Research on Learning and is the sole source provider for the Content Literacy Continuum initiatives. The Strategic Learning Center provides school districts nationwide with cutting edge, research to impact student literacy. In addition, the International Center's Rigor and Relevance Framework and supporting processes will further enhance the capacity of staff to implement more meaningful and engaging instruction.

The International Center's rigor/Relevance Framework and CLC are two scientifically based instructional programs that will be implemented in all classrooms. Additionally, SEHS will use the teacher effectiveness team to assess the needs of the special education program and advance the work to implement specific inclusion and co-teaching strategies to improve performance of SWD.



Decisions to use research-based programs to guide tiered instruction for all students will be based on MDE leading indicators and information will be collected, disseminated, and distributed to staff.

Tiered instruction will be guided by the rigor/relevance Framework and CLC and focus on:

- Demonstration of literacy through use of CLC
- Differentiate instruction
- Implementation of effective strategies modeled by math and literacy coach.
- Action planning for individual students based on data analysis and student response to intervention core academic areas
- Inclusion of SWD and effective use of co-teaching model

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

SEHS is committed to providing staff with a schedule that promotes collaboration vertically and horizontally. Utilizing the services of the International Center executive coach and instructional coach, Dr. Craft and the school leadership team will use year one of the grant to explore and develop a plan to reorganize the school schedule to provide teachers with the opportunities to collaborate about curriculum, instruction, and assessment. Following is a proposed schedule for vertical and horizontal collaboration:

Proposed Vertical and Horizontal Collaboration

Teams/Groups	Functions	Schedule
Common Preps	<ul style="list-style-type: none"> <li>• Job-embedded PD</li> <li>• Instructional Planning</li> <li>• Using Data to Drive Instruction</li> </ul>	Weekly
Department Meetings	<ul style="list-style-type: none"> <li>• School Improvement Planning</li> <li>• Using Data to Drive Instruction</li> </ul>	Monthly
Staff Meetings	<ul style="list-style-type: none"> <li>• School-wide planning</li> <li>• Professional Development</li> </ul>	Weekly
Grade Level Meetings	<ul style="list-style-type: none"> <li>• Interdisciplinary Planning</li> </ul>	Monthly

Core content coaches will work with teacher teams to implement a spirit of professional learning communities by clearly articulating expectation and parameters. Common planning time and collaborative opportunities will be used to drive student achievement. Parameters will map time allotted to objectives that include discussion and action on:

- Curriculum changes
- Development of effective lessons
- Selection of appropriate instruction
- Differentiation of instruction and activities for each student
- Development and use of formative and summative assessment

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

SEHS will provide ongoing mechanisms for family and community engagement through Communities in Schools (CIS). CIS will:

- Develop parent/community partnerships to support Turnaround Interventions
- Increase parent and community participation in school-wide decision and events
- Increase parent and community awareness of the impact of poverty on student achievement
- Provide parents and community members with strategies to reverse the impact of poverty on student achievement
- Leverage business and community partnerships to secure additional financial resources that support Turnaround Interventions
- Develop a Community Outreach action plan to bring agencies and resources to SEHS.  
Agencies include:
  - Workforce Development
  - Department of Health
  - Dental/Medial services
  - Wayne County Neighborhood Legal services
- Higher Education Opportunity Collaboration

Additionally, CIS will implement the outreach program by providing physical space at SEHS that will house each community agency. A schedule will be developed to coordinate the days of the week and times that these community agencies will be available to support student needs.

A concerted effort will be made to partner with colleges and universities to provide students at SEHS with the opportunity to take college courses. Activities will be coordinated by CIS through the Higher Education Opportunity Collaboration.

\*\*For more detail and explanation for each response please see Southeastern High School Turnaround Intervention Plan.

### **SECTION III: PROPOSED ACTIVITIES**

**See Attachment 1 - Southeastern High School Turnaround Intervention Plan (Includes Budget /Timeline) Description of Activities to be implemented between September 1, 2010 and September 30, 2013 for all Section III Activities responses.**

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.
2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.
  - i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.
  - ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.
  - iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.
  - iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.
3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches,

and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

Southeastern High School will appoint a School Improvement Chairperson who will monitor implementation and analyze student data to identify successes. Detroit Public School will provide a School Improvement Grant Office with a regional superintendent and SIG coaches to support and monitor implementation.

#### **Section IV: Fiscal Information**

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

#### **USES OF FUNDS**

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs.

Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

### **LEA Application Part III**

## **ATTACHMENT VI**

### **Policies and Practices Change Analysis to Implement the SIG Final Requirements**

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

<b>Polices/ Practices</b>	<b>In Place</b>	<b>Under Consideration</b>	<b>Not Needed</b>
• Leadership councils Composition		<b>X</b>	
• Principal Authority/responsibility	<b>X</b>		
• Duties – teacher	<b>X</b>		
• Duties - principal	<b>X</b>		
• Tenure	<b>X</b>		
• Flexibility regarding professional development activities	<b>X</b>		
• Flexibility regarding our school schedule (day and year)	<b>X</b>		
• Waivers from district policies to try new approaches	<b>X</b>		
• Flexibility regarding staffing decisions	<b>X</b>		
• Flexibility on school funding		<b>X</b>	
<b>Job-Embedded Professional Development</b>			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	<b>X</b>		



<b>Polices/ Practices</b>	<b>In Place</b>	<b>Under Consideration</b>	<b>Not Needed</b>
• Schedule	<b>X</b>		
• Length	<b>X</b>		
• Financing	<b>X</b>		
• Instructors		<b>X</b>	
• Evaluation	<b>X</b>		
• Mentoring	<b>X</b>		
<b>Budgeting</b>			
School funding allocations to major spending categories • School staff input on allocation	<b>X</b>		
• Approval of allocation	<b>X</b>		
• Change of allocation midyear	<b>X</b>		
Major contracts for goods and services • Approval process streamlined		<b>X</b>	
• Restrictions (e.g., amounts, vendors)		<b>X</b>	
• Legal clarifications		<b>X</b>	
• Process		<b>X</b>	
• Stipulations (e.g., targeted vs. unrestricted spending)		<b>X</b>	
• Timeline	<b>X</b>		
• Points of contact	<b>X</b>		
Auditing of school financial practices Process	<b>X</b>		
• Consequences	<b>X</b>		

\*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

## **Appendix 1**

# Southeastern High School

## Turnaround Intervention Plan (Includes Budget/Timeline)

Description of Activities to be implemented between September 1, 2010 and September 30, 2013

Developing teacher and school leader effectiveness				
SIG Year	Strategy/Activity	Timeline	Accountability Measures	Budget
Year 1	Job-embedded executive coaching for principal and leadership team to <b>investigate and develop</b> the following turnaround intervention strategies: <ul style="list-style-type: none"> <li>Effective teacher evaluation system based on student performance measures</li> <li>Action plan to recruit, train, and retain quality teachers</li> <li>Expanding the role of Communities in School</li> <li>Building student relationships through an Advisor/Advisee program</li> <li>Extended school day</li> <li>Flexible school conditions</li> </ul>	September 2010-July 2011 - 4 days per month onsite and 24/7 support via phone and email	The leading indicators as determined by MDE will be used to measure the success of the principal and school leadership team over the life of the SIG: <ul style="list-style-type: none"> <li>Increase in the number of minutes within the school year</li> </ul>	<b>\$168,000</b>
Year 2	Job-embedded executive coaching for principal and leadership team to <b>implement</b> the following turnaround intervention strategies: <ul style="list-style-type: none"> <li>Effective teacher evaluation system based on student performance measures</li> <li>Action plan to recruit, train, and retain quality teachers</li> <li>Expanding the role of Communities in School</li> <li>Building student relationships through an Advisor/Advisee programa</li> <li>Extended school day</li> <li>Flexible school conditions</li> </ul>	July 2011-June 2012 - 3 days per month onsite and 24/7 support via phone and email	<ul style="list-style-type: none"> <li>Increase in student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</li> <li>Decrease in the dropout rate</li> </ul>	<b>\$126,600</b>
Year 3	Job-embedded executive coaching for principal and leadership team to <b>evaluate, revise, and implement</b> the following turnaround intervention strategies: <ul style="list-style-type: none"> <li>Effective teacher evaluation system based on student performance measures</li> <li>Action plan to recruit, train, and retain quality teachers</li> <li>Expanding the role of Communities in School</li> <li>Building student relationships through an Advisor/Advisee programa</li> <li>Extended school day</li> <li>Flexible school conditions</li> </ul>	July 2012-June 2013 - 2 days per month onsite and 24/7 support via phone and email	<ul style="list-style-type: none"> <li>Increase in the student attendance rate</li> <li>Increase in the number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes</li> <li>Decrease in discipline incidents</li> <li>Decrease in truancy</li> <li>Distribution of teachers by performance level on LEA's teacher</li> </ul>	<b>\$84,400</b>

			<ul style="list-style-type: none"> <li>evaluation system</li> <li>○ Increase in the rate of teacher attendance</li> </ul>	
Year 1	Train leadership teams and instructional staff on the Collaborative Instructional Review System based on the International Center for Leadership in Education's Rigor/Relevance Framework ( <b>See appendix 2</b> )	September 2010-July 2011	Collaborative Instructional Review will be used to assess and evaluate teachers' classroom performance and to identify professional development needs	<b>\$15,000</b>
Year 2 - 3	Implement use of Collaborative Instructional Review to assess and evaluate teachers' classroom performance and to identify professional development needs	July 2011 – September 2013	Collaborative Instructional Review will be used to assess and evaluate teachers' classroom performance and to identify professional development needs	<b>\$0</b>
Year 1	Form a committee to develop a compensation schedule and career pathways for teachers and staff based on the teacher evaluation system	September 2010-2011	By the end of year one, the compensation schedule and career pathways for teachers and staff will be approved by the board of education	<b>\$2,000</b>
Year 2	Implement the compensation schedule and career pathways for teachers and staff based on the teacher evaluation system	September 2011-July 2012	Career pathway opportunities for teachers and staff will be implemented and teams of teachers will be able to apply for innovative incentives for increase in student value added	<b>\$42,000</b>
Year 3	Implement compensation schedule that reward teachers for increased student value added	September 2012-2013	Full integration of compensation system for student value added and career pathways for teachers and staff	<b>\$84,000</b>
Year 1 - 3	<p>A senior consultant from the International Center for Leadership in Education will provide job-embedded instructional coaching and support to content coaches, literacy coaches, and Data Specialist. All professional development events and activities will be coordinated by the ICLE instructional coach and approved by the school principal and executive coach. Responsibilities of the ICLE instructional coach include:</p> <ul style="list-style-type: none"> <li>○ Provide job-embedded training on the Rigor/Relevance Framework, Collaborative Instructional Review (CIR), and conducting a curriculum audit (<b>See Appendix 3</b>)</li> <li>○ Provide job-embedded training on development of Gold Seal Lessons and effective instructional strategies (<b>See Appendix 4</b>)</li> </ul>	<p>September 2010-July 2011 – 5 Days per month (10 months) onsite and 24/7 support via phone and email</p> <p>September 2011-July 2012 – 3 Days per month (9 months) onsite and 24/7 support via phone and email</p> <p>September 2012-July 2013 – 3 Days</p>	<p>The leading indicators as determined by MDE will be used to measure the success of the principal and school leadership team over the life of the SIG:</p> <ul style="list-style-type: none"> <li>○ Increase in the number of minutes within the school year</li> <li>○ Increase in student</li> </ul>	<p><b>Year 1</b> <b>\$185,000</b></p> <p><b>Year 2</b> <b>\$99,000</b></p> <p><b>Year 3</b> <b>\$99,000</b></p>

	<ul style="list-style-type: none"> <li>○ Coordinate activities/strategies to implement Content Literacy Continuum (CLC) in all classrooms (<b>See Appendix 5</b>)</li> <li>○ Assist in building a school-wide literacy focus</li> <li>○ Assist in the development of parameters for professional learning communities</li> </ul>	per month (9 months) onsite and 24/7 support via phone and email	participation rate on State assessments in reading/language arts and in mathematics, by student subgroup <ul style="list-style-type: none"> <li>○ Decrease in the dropout rate</li> <li>○ Increase in the student attendance rate</li> <li>○ Increase in the number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes</li> <li>○ Decrease in discipline incidents</li> <li>○ Decrease in truancy</li> </ul> Distribution of teachers	
Year 1-3	CLC will provide a trainer to coordinate literacy efforts at SEHS with the literacy specialist, core content coaches, and ICLE instructional coach	September 2010-July 2013 2 Days per month (10 months) onsite and 24/7 support via phone and email	CLC cadre will increase by 30% during each year of SIG	<b>Year 1-3 \$40,000 per year</b>
Year 1-3	Appoint Data Specialist to institute system for measuring changes in instructional practices that result from targeted professional development based on district and school accountability measures. The Data specialist will also: <ul style="list-style-type: none"> <li>○ Train staff on effective use of data</li> <li>○ Empowerment through student data</li> <li>○ Building a right regard for state data and alignment to formative and summative assessment</li> </ul>	3 Year appointment – September 2010-July 2013	The leading indicators as determined by MDE will be used to measure the success of the principal and school leadership team over the life of the SIG: <ul style="list-style-type: none"> <li>○ Increase in the number of minutes within the school year</li> <li>○ Increase in student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</li> <li>○ Decrease in the dropout rate</li> </ul>	<b>Year 1 \$100,000</b>  <b>Year 2 \$110,000</b>  <b>Year 3 \$120,000</b>

			<ul style="list-style-type: none"> <li>○ Increase in the student attendance rate</li> <li>○ Increase in the number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes</li> <li>○ Decrease in discipline incidents</li> <li>○ Decrease in truancy</li> </ul>	Distribution of teachers
Year 1	<p>Provide staff with an aligned and comprehensive professional development plan designed to improve school culture and teacher effectiveness. PD plan will build capacity to support turnaround strategies that include:</p> <ul style="list-style-type: none"> <li>○ Use the Collaborative Instructional Review System based on the International Center for Leadership in Education's Rigor/Relevance Framework. This system will be used to assess and evaluate teachers' classroom performance and to identify professional development needs</li> <li>○ Job-embedded coaching will be provided to core academic area teachers that includes: <ul style="list-style-type: none"> <li>○ Demonstration of literacy through use of CLC</li> <li>○ Differentiate instruction</li> <li>○ Implementation of effective strategies modeled by math and literacy coach.</li> <li>○ Action planning for individual students based on data analysis and student response to intervention core academic areas</li> </ul> </li> </ul> <p>SEHS will assure that PD plan is aligned to the National Staff Development Council (NSDC) Standards for Staff Development</p>	September 2010-July 2013	<p>The leading indicators as determined by MDE will be used to measure the success of the principal and school leadership team over the life of the SIG:</p> <ul style="list-style-type: none"> <li>○ Increase in the number of minutes within the school year</li> <li>○ Increase in student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</li> <li>○ Decrease in the dropout rate</li> <li>○ Increase in the student attendance rate</li> <li>○ Increase in the number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes</li> <li>○ Decrease in discipline incidents</li> </ul>	

			o Decrease in truancy	
<b>Comprehensive instructional reform strategies</b>				
Year 1-3	SEHS will continue to provide job-embedded coaching to teachers to support current research based programs through the addition of four content coaches who will be used to help teachers increase the use of the Rigor/Relevance Framework and CLC methods in selection of instructional strategies and activities, and to utilize specific inclusion and co-teaching strategies to improve performance of SWD	September 2010-July 2013	<p>The leading indicators as determined by MDE will be used to measure the success of the principal and school leadership team over the life of the SIG:</p> <ul style="list-style-type: none"> <li>o Increase in the number of minutes within the school year</li> <li>o Increase in student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</li> <li>o Decrease in the dropout rate</li> <li>o Increase in the student attendance rate</li> <li>o Increase in the number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes</li> <li>o Decrease in discipline incidents</li> <li>o Decrease in truancy</li> </ul>	<p><b>Year 1</b> <b>\$400,000</b></p> <p><b>Year 2</b> <b>\$440,000</b></p> <p><b>Year 3</b> <b>\$480,000</b></p>
Year 1	Provide professional development to school leadership/teachers to implement specific inclusion and co-teaching strategies to improve performance of SWD and to provide the least restrictive learning environment for all students	September 2010-July 2011	Teachers using co-teaching strategies will be evaluated based on performance of SWD on MEAP, MME, and End-of-Course testing	<b>\$10,000</b>
Year 2-3	Evaluate, monitor, and adjust inclusion program and co-teaching strategies	July 2011-July 2013	Teachers using co-teaching strategies will be evaluated based on performance of SWD on MEAP, MME, and End-of-	<b>\$7,500 per year</b>

			Course Testing	
Year 1-3	Develop a school-wide approach to literacy at SEHS by fully implementing CLC. A literacy coach will be appointed at SEHS to ensure CLC alignment to Rigor/Relevance Framework and program expansion.	September 2010-July 2013	CLC cadre will increase by 30% during each year of SIG	<b>Year 1 \$100,000 Year 2 \$110,000 Year 3 \$120,000!</b>
Year 1-3	Conduct quarterly curriculum audits at SEHS to ensure that written curriculum is aligned to what is being taught in the classroom and assessed by utilizing the Collaborative Instructional Review	July 2010-July 2013	Quarterly curriculum audit reports will be compared to measure for growth, areas of strength and need	N/A
Year 1	Form a committee to increase the level of rigorous course offerings and opportunities for students to take college credit bearing courses by: <ul style="list-style-type: none"> <li>○ Increasing the teachers certified to teach AP courses</li> <li>○ Increasing the college bearing courses available for all students</li> <li>○ Eliminating restriction and prerequisites for advanced courses</li> </ul>	July 2010-July 2011	By July 2011, the committee will have a plan to: <ul style="list-style-type: none"> <li>○ Increase the time students spend developing their reading literacy and math skills increase the time students spend developing their reading literacy and math skills</li> <li>○ Improve the effectiveness of the Freshman Academy</li> <li>○ Increase the college bearing courses available for all students</li> <li>○ Eliminating restriction and prerequisites for advanced courses</li> </ul>	<b>\$5,000</b>
Year 2	Implement interventions for students in the core academic areas and to increase the opportunities for students to take college credit bearing courses	July 2011-2012	The leading indicators as determined by MDE will be used to measure the success of the principal and school leadership team over the life of the SIG: <ul style="list-style-type: none"> <li>○ Increase in the number of minutes within the school year</li> <li>○ Increase in student participation rate on State assessments in reading/language arts and</li> </ul>	<b>\$20,000</b>
Year 3	Evaluate, monitor, and implement interventions for students in the core academic areas and to increase the opportunities for students to take college credit bearing courses			<b>\$20,000</b>



			in mathematics, by student subgroup <ul style="list-style-type: none"> <li>○ Decrease in the dropout rate</li> <li>○ Increase in the student attendance rate</li> <li>○ Increase in the number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes</li> <li>○ Decrease in discipline incidents</li> </ul> Decrease in truancy	
Year 1-3	SEHS will implement a series of interventions for students in the core academic areas. Strategies include: <ul style="list-style-type: none"> <li>○ Interventions to increase the time students spend developing their reading literacy and math skills by utilizing programs: <ul style="list-style-type: none"> <li>○ Learning Village</li> <li>○ Carnegie Math</li> <li>○ Wilson Reading</li> <li>○ Fusion Reading</li> <li>○ Renaissance Learning – Star Reader and Math</li> <li>○ Content Literacy Continuum</li> </ul> </li> <li>○ Provide credit recovery opportunities for students through Ed Option; an online education alternatives (<b>See Appendix 6</b>)</li> <li>○ Extended Day program for students at-risk in core academic areas</li> </ul> Implement a series of interventions for students in the core academic areas	July 2010-July 2013	Student data will be used to target intervention for students. Performance on MEAP, MME, and End-of-Course will be used to measure success of interventions	N/A
Year 1-3	SEHS will continue to use and integrate technology based interventions to provide alternative learning opportunities for students that include: <ul style="list-style-type: none"> <li>○ Ed Options</li> <li>○ Carnegie Math</li> <li>○ Renaissance Learning i.e. Star Math &amp; Reader</li> <li>○ Accelerated Math &amp; Reading</li> </ul> SEHS will also develop staff and student capacity to utilize Michigan Virtual High School and promote online learning opportunities	September 2010-July 2013	Performance on MEAP, MME, and End-of-Course will be used to measure success of interventions	

Year 1-3	<p>SEHS will improve the Freshman Academy by:</p> <ul style="list-style-type: none"> <li>○ Providing extended learning time in ELA and math for all 9<sup>th</sup> grade students</li> <li>○ Providing social/emotional supports to students that include: <ul style="list-style-type: none"> <li>○ Dedicated guidance counselor</li> <li>○ Social worker</li> <li>○ Psychologist</li> </ul> </li> <li>○ Providing dedicated instructional coaches through Wayne RESA in core content areas</li> </ul>	September 2010-July 2013	<p>The leading indicators as determined by MDE will be used to measure the success of the Freshman Academy over the life of the SIG:</p> <ul style="list-style-type: none"> <li>○ Increase in the number of minutes within the school year</li> <li>○ Increase in student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</li> <li>○ Decrease in the dropout rate</li> <li>○ Increase in the student attendance rate</li> <li>○ Increase in the number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes</li> <li>○ Decrease in discipline incidents</li> <li>○ Decrease in truancy</li> </ul>	
Year 1-3	<p>SEHS will increase graduation rates through credit recovery and alternative learning opportunities for at-risk students and students who are reentering school after dropping out:</p> <ul style="list-style-type: none"> <li>○ Credit recovery through use of extended day opportunities in the core academic areas</li> <li>○ Ed Option</li> <li>○ Attendance at the Second Chance School – an alternative school for at-risk students and students re-entering</li> <li>○ Communities in Schools programming/strategies</li> </ul>	September 2010-July 2013	<p>Increase in graduation rate Decrease in dropout rate</p>	
Year 1	<p>Data specialist will work with school leadership and the Resource Coordinating Team to develop an automated early warning system to identify students who may be at risk of failure. The warning system will consist of:</p> <ul style="list-style-type: none"> <li>○ Attendance patterns</li> </ul>	September 2010-July 2011	<p>The leading indicators as determined by MDE will be used to measure the success of the early warning system over</p>	

	<ul style="list-style-type: none"> <li>○ Truancy patterns</li> <li>○ State testing results</li> <li>○ Formative assessments in core academic areas</li> <li>○ Disciplinary infractions/patterns</li> </ul>		the life of the SIG: <ul style="list-style-type: none"> <li>○ Increase in the number of minutes within the school year</li> <li>○ Increase in student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</li> <li>○ Decrease in the dropout rate</li> <li>○ Increase in the student attendance rate</li> <li>○ Increase in the number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes</li> <li>○ Decrease in discipline incidents</li> <li>○ Decrease in truancy</li> </ul>	
Year 2	Data specialist will work with school leadership and the Resource Coordinating Team to implement an early warning system to identify students who may be at risk of failure. The warning system will consist of: <ul style="list-style-type: none"> <li>○ Attendance patterns</li> <li>○ Truancy patterns</li> <li>○ State testing results</li> <li>○ Formative assessments in core academic areas</li> <li>○ Disciplinary infractions/patterns</li> </ul>	July 2011-July 2012		
Year 3	Data specialist will work with school leadership and the Resource Coordinating Team to evaluate, revise, and implement an early warning system to identify students who may be at risk of failure. The warning system will consist of: <ul style="list-style-type: none"> <li>○ Attendance patterns</li> <li>○ Truancy patterns</li> <li>○ State testing results</li> <li>○ Formative assessments in core academic areas</li> <li>○ Disciplinary infractions/patterns</li> </ul>	July 2012-July 2013		
Year 1-3	SEHS will appoint a Education Technology Technician to support teacher use of instructional technology and to service hardware and software	September 2010-July 2013	The following accountability measures will be used yearly to determine effectiveness of Education Technology Technician: <ul style="list-style-type: none"> <li>○ Increase in teacher use of instructional technology</li> <li>○ Decrease in hardware and software issues</li> </ul>	<b>Year 1</b> <b>\$55,000</b>  <b>Year 2</b> <b>\$60,000</b>  <b>Year 3</b> <b>\$65,000</b>
<b>Extending learning time and creating community-oriented schools</b>				
Year 1	SEHS will provide flexible scheduling opportunities and extend the school year by: <ol style="list-style-type: none"> <li>1. Providing an intensive summer school program in math and ELA for academically at risk students</li> <li>2. Provide Extended Day intervention support to at-risk students</li> <li>3. Requiring 9<sup>th</sup> grade students to take double periods in ELA and Math</li> <li>4. Requiring 11<sup>th</sup> grade students to take a double period in math</li> <li>5. Implementing Ed Options</li> </ol>	September 2010-July 2011	The leading indicators as determined by MDE will be used to measure the success of the early warning system over the life of the SIG: <ul style="list-style-type: none"> <li>○ Increase in the number of minutes within the school</li> </ul>	<b>\$61,000</b>

	6. Reducing lunch period by 50% and using this time to provide Seminar period for students.		<ul style="list-style-type: none"> <li>year</li> <li>o Increase in student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</li> <li>o Decrease in the dropout rate</li> <li>o Increase in the student attendance rate</li> <li>o Increase in the number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes</li> <li>o Decrease in discipline incidents</li> <li>o Decrease in truancy</li> </ul>	
Year 2-3	Evaluate and monitor the success of extended learning time	July 2011-July 2013		<b>\$61,000 per year</b>
Year 1-3	Provide time for teachers to collaborate, including time for vertical and horizontal planning	July 2010-July 2013	<p>The leading indicators as determined by MDE will be used to measure the success of the early warning system over the life of the SIG:</p> <ul style="list-style-type: none"> <li>o Increase in the number of minutes within the school year</li> <li>o Increase in student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</li> <li>o Decrease in the dropout rate</li> <li>o Increase in the student attendance rate</li> <li>o Increase in the number and percentage of students completing</li> </ul>	<b>N/A – cost of PD included in executive coaching and job-embedded teaching support</b>

			advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes ○ Decrease in discipline incidents ○ Decrease in truancy	
Year 1-3	SEHS will appoint a Dean of Student Affairs whose primary responsibility will be student affairs that includes: ○ Address social-emotional learning (e.g., self-awareness, self-management, social awareness, relationship skills, responsible decision-making) ○ Disciplinary infractions ○ Attendance/truancy issues ○ Active in CIS programming ○ Coordinate activities of Detroit Public Schools Police Officers at SEHS	September 2010-2013	The following accountability measures will be used yearly to determine effectiveness of Dean of Students: ○ Decrease in the number of violent infractions ○ Decrease in truancy ○ Increase in student attendance ○ Decrease in disciplinary infraction	<b>Year 1</b> <b>\$100,000</b>  <b>Year 2</b> <b>\$110,000</b>  <b>Year 3</b> <b>\$120,000</b>
Year 1-3	SEHS will appoint two assistant attendance officers whose primary responsibilities include: ○ Monitor daily student attendance/truancy ○ Notify staff and parents based on students entering the Early Warning System ○ Document issues and actions This will allow leadership at SEHS to assign an attendance officer to each grade level thus increasing the ability to improve student attendance.	September 2010-July 2013	The following accountability measures will be used yearly to determine effectiveness of Attendance Officers: ○ Decrease in the number of violent infractions ○ Decrease in truancy ○ Increase in student attendance ○ Decrease in disciplinary infraction	<b>Year 1-3</b> <b>\$35,000 per assistant attendance office = \$70,000</b>  <b>Year 2</b> <b>\$75,000</b>  <b>Year 3</b> <b>\$80,000</b>
Year 1	SEHS will provide ongoing mechanisms for family and community engagement through Communities in Schools (CIS). CIS will: ○ Develop parent/community partnerships to support Turnaround Interventions ○ Increase parent and community participation in school-wide decision and events ○ Increase parent and community awareness of the impact of poverty on student achievement ○ Provide parents and community members with strategies to reverse the impact of poverty on student achievement ○ Leverage business and community partnerships to secure additional financial resources that support Turnaround Interventions	September 2010-July 2011	Successful implementation of the following strategies: ○ Develop parent/community partnerships to support Turnaround Interventions ○ Increase parent and community participation in school-wide decision and events	<b>\$15,000</b>

	<ul style="list-style-type: none"> <li>Develop a Community Outreach action plan to bring agencies and resources to SEHS. Agencies include:               <ul style="list-style-type: none"> <li>Workforce Development</li> <li>Department of Health</li> <li>Dental/Medial services</li> <li>Wayne County Neighborhood Legal services</li> <li>Higher Education Opportunity Collaboration</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Increase parent and community awareness of the impact of poverty on student achievement</li> <li>Provide parents and community members with strategies to reverse the impact of poverty on student achievement</li> </ul>	
Year 2-3	Implement Community Outreach action plan by providing physical space and schedule for agencies: <ul style="list-style-type: none"> <li>Workforce Development</li> <li>Department of Health</li> <li>Dental/Medial services</li> <li>Wayne County Neighborhood Legal services</li> <li>Higher Education Opportunity Collaboration</li> </ul> Additionally, SEHS will appoint a community liaison to coordinate the outreach program	July 2011-July 2013	<ul style="list-style-type: none"> <li>Leverage business and community partnerships to secure additional financial resources that support Turnaround Interventions</li> </ul>	<b>\$50,000</b>
Year 1-3	SEHS will continue to utilize the Wayne County Prosecutors Office by implementing the Safe Schools Initiative designed to improve school culture and student engagement	September 2010-July 2013	Improved responses on We Learn survey responses by student at SEHS	<b>N/A</b>
Year 1-3	SEHS will appoint a full-time guidance counselor who will be responsible for: <ul style="list-style-type: none"> <li>Expanding the Spring Board Program</li> <li>Developing and implementing a Conflict Resolution Program</li> <li>Oversee the development and implementation of the advisor/advisee program</li> <li>Promote pathways to career and college preparedness for students               <ul style="list-style-type: none"> <li>Applying to college</li> <li>Completing FAFSA</li> </ul> </li> </ul>	September 2012 – July 2013	The following accountability measures will be used yearly to determine effectiveness of guidance counseling program: <ul style="list-style-type: none"> <li>Number of students and staff enrolled in advisor/advisee</li> <li>Number of student enrolled in AP and college bearing courses</li> <li>Decrease in the number of violent infractions</li> <li>Increase in the number of students submitting FAFSA</li> </ul>	<b>Year 1</b> <b>\$100,000</b>  <b>Year 2</b> <b>\$110,000</b>  <b>Year 3</b> <b>\$120,000</b>
Year 1	SEHS will develop an advisor/advisee program that will focus on strategies that build relationships between staff and students and provide strategies for success in college and career readiness. This will require SEHS to restructure the school day so time is available for this strategy	September 2010-July 2011	The leading indicators as determined by MDE will be used to measure the success of the advisor/advisee program over the life of the SIG:	<b>\$10,000</b>
Year 2	SEHS will implement the advisor/advisee program that will focus on strategies that build relationships between staff and students and provide strategies for success in	July 2011-July 2012	<ul style="list-style-type: none"> <li>Increase in the number of minutes within the school</li> </ul>	<b>\$30,000</b>

Year 2	college and career readiness	July 2011-July 2012	year	<b>\$30,000</b>
Year 3	SEHS will evaluate, revise, and implement the advisor/advisee program that will focus on strategies that build relationships between staff and students and provide strategies for success in college and career readiness.	July 2012-July 2013	<ul style="list-style-type: none"> <li>○ Increase in student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</li> <li>○ Decrease in the dropout rate</li> <li>○ Increase in the student attendance rate</li> <li>○ Increase in the number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes</li> <li>○ Decrease in discipline incidents</li> <li>○ Decrease in truancy</li> </ul>	<b>\$30,000</b>
Year 1-3	SEHS will continue to implementing approaches to improve school climate and discipline by administering a series of surveys Surveys include: <ul style="list-style-type: none"> <li>○ We Learn <b>(See appendix 7)</b></li> <li>○ We Teach</li> <li>○ We Lead</li> <li>○ CIS Needs Assessment</li> <li>○ SAR – Advanced Ed</li> </ul>	September 2010-July 2013	The leading indicators as determined by MDE will be used to measure the success of the advisor/advisee program over the life of the SIG: <ul style="list-style-type: none"> <li>○ Increase in the number of minutes within the school year</li> <li>○ Increase in student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup</li> <li>○ Decrease in the dropout rate</li> <li>○ Increase in the student attendance rate</li> <li>○ Increase in the number and percentage of students completing</li> </ul>	<b>Year 1</b> <b>\$6000</b> <b>Year 2</b> <b>\$6000</b> <b>Year 3</b> <b>\$6000</b>

			advanced coursework (e.g., AP/IB), early- college high schools, or dual enrollment classes ○ Decrease in discipline incidents Decrease in truancy	
Providing operating flexibility and sustained support				



## **Appendix 2**

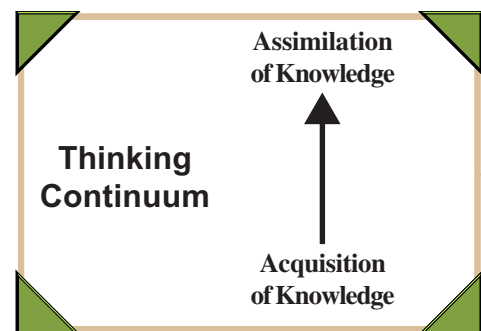
# Rigor/Relevance Framework

The Rigor/Relevance Framework is a tool developed by staff of the International Center to examine curriculum, instruction, and assessment. The Rigor/Relevance Framework is based on two dimensions of higher standards and student achievement.

First, there is a continuum of knowledge that describes the increasingly complex ways in which we think. The Knowledge Taxonomy is based on the six levels of Bloom's Taxonomy:

- (1) awareness
- (2) comprehension
- (3) application
- (4) analysis
- (5) synthesis
- (6) evaluation.

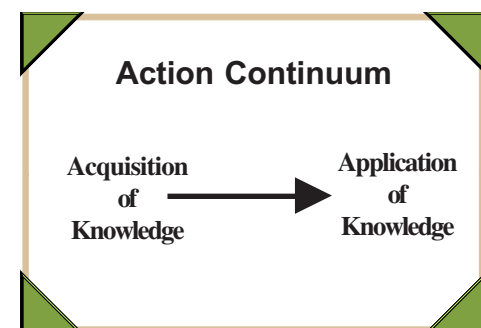
The low end of this continuum involves acquiring knowledge and being able to recall or locate that knowledge in a simple manner. Just as a computer completes a word search in a word processing program, a competent person at this level can scan through thousands of bits of information in the brain to locate that desired knowledge.



The high end of the Knowledge Taxonomy labels more complex ways in which individuals use knowledge. At this level, knowledge is fully integrated into one's mind, and individuals can do much more than locate information. They can take several pieces of knowledge and combine them in both logical and creative ways. Assimilation of knowledge is a good way to describe this high level of the thinking continuum. Assimilation is often referred to as a higher-order thinking skill: at this level, the student can solve multistep problems and create unique work and solutions.

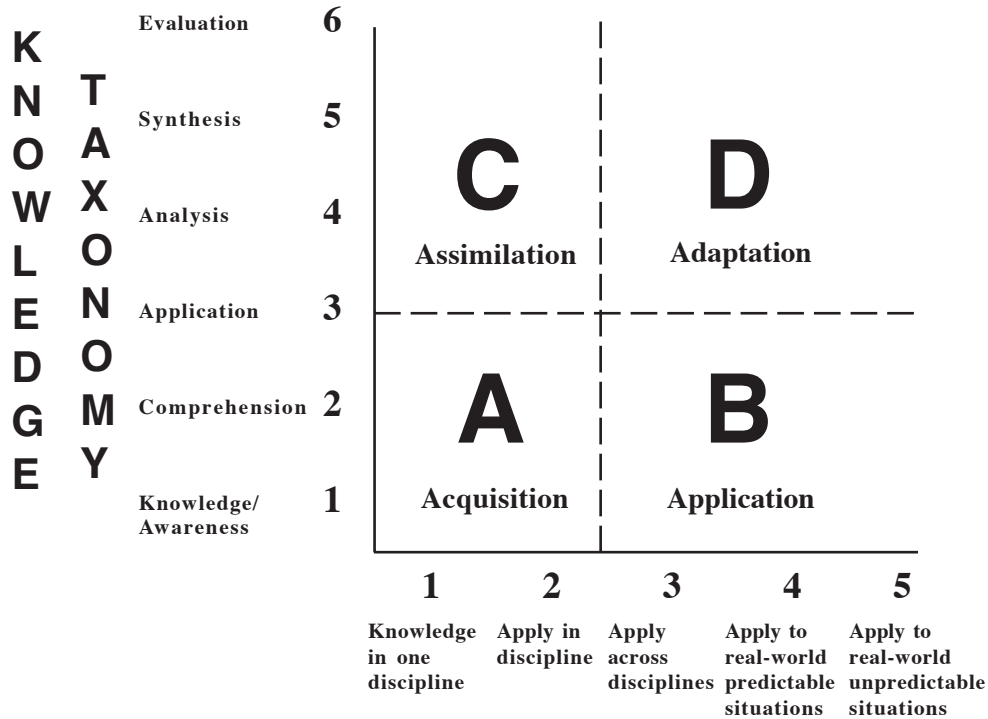
The second continuum, known as the Application Model, is one of action. The five levels of this continuum

- (1) knowledge in one discipline
- (2) apply in discipline
- (3) apply across disciplines
- (4) apply to real-world predictable situations
- (5) apply to real-world unpredictable situations –



describe putting knowledge to use. While the low end is knowledge acquired for its own sake, the high end signifies action — use of that knowledge to solve complex real-world problems and to create projects, designs, and other works for use in real-world situations

## RIGOR/RELEVANCE FRAMEWORK



## APPLICATION MODEL

The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Quadrant C represents more complex thinking but still knowledge for its own sake. Examples of quadrant A knowledge are knowing that the world is round and that Shakespeare wrote *Hamlet*.

Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of quadrant D knowledge.

Each of these four quadrants can also be labeled with a term that characterizes the learning or student performance.

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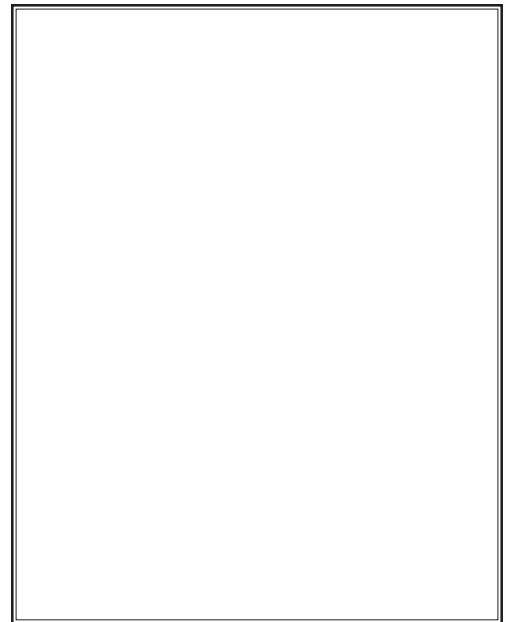
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## Defining Rigor

A versatile way to define the level of rigor of curriculum objectives, instructional activities, or assessments is the Knowledge Taxonomy Verb List (see page 6). The Verb List can be used either to create a desired level of expected student performance or to evaluate the level of existing curriculum, instruction or assessment.

An example of student performance at various levels follows. Notice each statement starts with a verb that comes from the appropriate section of the Knowledge Taxonomy Verb List. The expected achievement level for teaching about nutrition can vary depending on the purpose of the instruction. If a teacher only wants students to acquire basic nutritional knowledge, a student performance set at level one of two is adequate. If the instruction is intended to have a more significant impact on nutritional habits then some of the objectives need to be similar to levels four through six.

<b>BASIC NUTRITION</b>	
<b>Level</b>	<b>Performance</b>
Level 1 – Knowledge	Label foods by nutritional groups
Level 2 – Comprehension	Explain nutritional value of individual foods
Level 3 – Application	Make use of nutrition guidelines in planning meals
Level 4 – Analysis	Examine success in achieving nutrition goals
Level 5 – Synthesis	Develop personal nutrition goals
Level 6 – Evaluation	Appraise results of personal eating habits over time

Note that each of the levels requires students to think differently. Levels four through six require more complex thinking than levels one through three.

When creating lesson plans and student objectives, selecting the proper word from the Knowledge Taxonomy Verb List can help to describe the appropriate performance. Simply start with a verb from the desired level and finish the statement with a specific description of that skill or knowledge area.

The Verb List can also be used to evaluate existing lesson plans, assessments, and instructional experiences. Looking for verbs and identifying their level will give a good indication of the level of student performance in that instruction.

## Defining Relevance

Defining the level of relevance of curriculum objectives and instructional activities is a little more difficult than determining the Knowledge Taxonomy level because there is no verb list. However, just as the Knowledge Taxonomy categorizes increasing levels of thinking, the Application Model described increasingly complex applications of knowledge. Any student performance can be expressed as one of five levels of the Application Model. The Application Model Decision Tree can assist in setting the desired level of expected student performance in application (see pages 7-8) by asking the questions: Is it application? Is it real world? Is it unpredictable?

The Basic Nutrition example below is similar to the one in the Defining Rigor section in that it uses nutrition to describe student performance at various levels. Each level requires students to apply knowledge differently.

Similarly, the expected achievement level for teaching about nutrition can vary depending on the purpose of the instruction. If a teacher wants students only to acquire basic nutritional knowledge, a student performance set at level one is adequate. If the instruction is intended to have a significant impact on nutritional habits, then some of the objectives need to be at levels four and five.

Use of the Application Model Decision Tree can help to describe desired performance. Start by writing draft statements of student objectives and then use the Decision Tree to reflect on and revise these statements. The Decision Tree focuses on the three key characteristics that distinguish levels of the Application Model: application, real world, and unpredictability. The second page of the Decision Tree offers additional criteria to determine whether an objective meets the test of application, real world, and unpredictability.

The Application Model Decision Tree can also be used to evaluate existing lesson plans, assessments, and instructional experiences. Answer the questions to identify at which level of student performance that instruction or assessment is.

<b>BASIC NUTRITION</b>	
<b>Level</b>	<b>Performance</b>
Level 1 – Knowledge in One Discipline	Label foods by nutritional groups
Level 2 – Application in One Discipline	Rank foods by nutritional value
Level 3 – Interdisciplinary Application	Make cost comparisons of different foods considering nutritional value
Level 4 – Real-world Predictable Situations	Develop a nutritional plan for a person with a health problem affected by food intake
Level 5 – Real-world Unpredictable Situations	Devise a sound nutritional plan for a group of 3-year-olds who are picky eaters

# KNOWLEDGE TAXONOMY VERB LIST

1

## KNOWLEDGE

arrange	match
check	name
choose	point to
find	recall
group	recite
identify	repeat
label	say
list	select
locate	write

2

## COMPREHENSION

advance	interpret
calculate	outline
change	project
convert	propose
contemplate	reword
define	submit
explain	transform
extrapolate	translate
infer	vary

3

## APPLICATION

adopt	manipulate
consume	mobilize
capitalize on	operate
devote	put to use
employ	relate
exercise	solve
handle	start
maintain	take up
make use of	utilize

4

## ANALYSIS

assay	include
audit	inspect
breakdown	look at
canvass	scrutinize
check out	sift
dissect	survey
deduce	study
divide	test for
examine	uncover

5

## SYNTHESIS

blend	develop
build	evolve
cause	form
combine	generate
compile	make up
compose	originate
conceive	produce
construct	reorder
create	structure

6

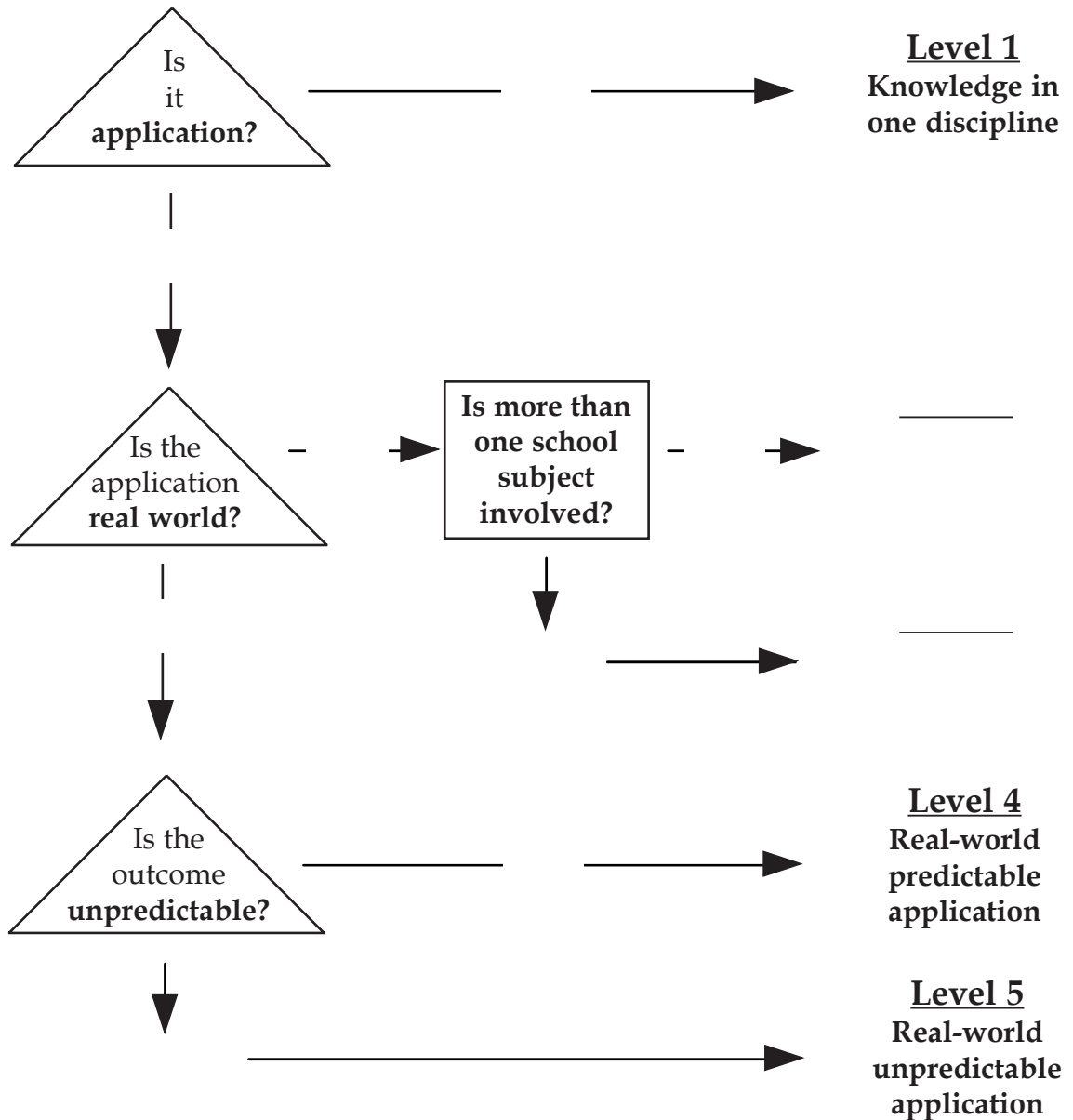
## EVALUATION

accept	grade
appraise	judge
arbitrate	prioritize
assess	rank
award	rate
classify	reject
criticize	rule on
decide	settle
determine	weigh

NO

## Application Model Decision Tree

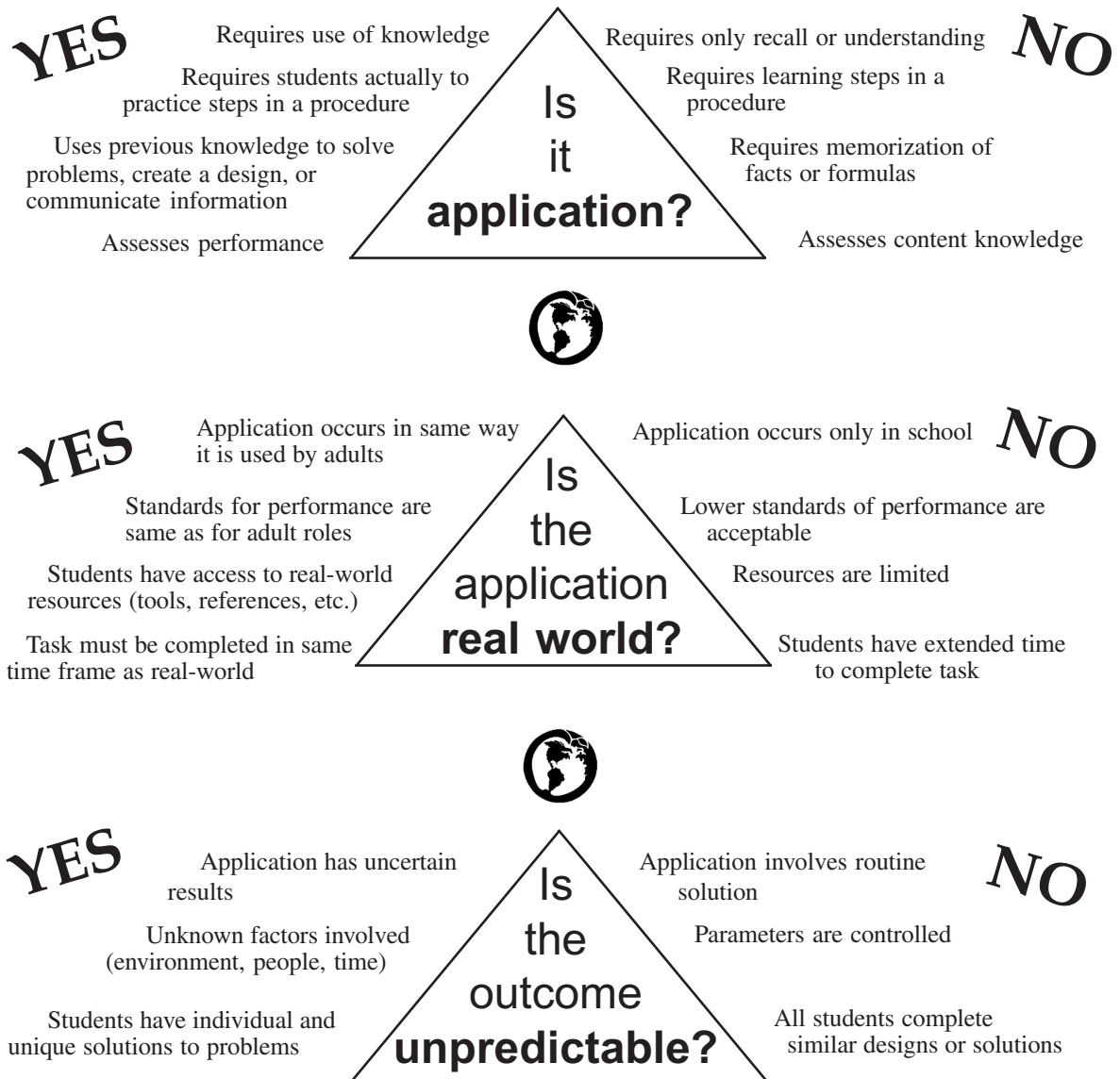
**Directions:** Select a task, application, or activity and then answer the following questions. See next page for clarification of the questions.





# Application Model Decision Tree

**Directions:** Use the following statements to clarify where a task, application, or assessment belongs on the Application Model.



### **Appendix 3**

## Collaborative Classroom Visitation

**School Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Time:** \_\_\_\_\_

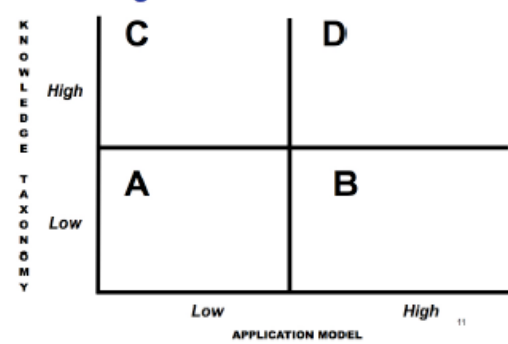
**Duration:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

Learner Engagement		Low	Below Average	Average	Above Average	High	Evidence to Support Rating
<b>Intensity</b>	Positive body language, consistent focus, verbal participation, student confidence, and excitement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Breadth</b>	Degree to which all students are engaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Consistency</b>	Consistency of engagement through time observed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Evidence of Rigor		Low	Below Average	Average	Above Average	High	Evidence to Support Rating
<b>Thinking</b>	Students are expected to reflect, research, analyze, or summarize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Verbal responses</b>	Students are expected to give thoughtful responses that demonstrate understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Work</b>	Student work requires, creativity, originality, design, or adaptation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Evidence of Relevance		Low	Below Average	Average	Above Average	High	Evidence to Support Rating
<b>Work</b>	Student work is a real world product or presentation done under real-world conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Resources</b>	Students use real-world resources in completing work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Assessment</b>	Quality of work is judged on real-world authentic measures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Literacy		Yes	No	Evidence to Support Rating			
<b>Reading</b>	Collect data, facts, ideas from written and electronic sources; analyze experiences, ideas, and information presented by others	<input type="radio"/>	<input type="radio"/>				
<b>Writing</b>	Use written language for self-expression, to transmit information, to effectively communicate	<input type="radio"/>	<input type="radio"/>				
<b>Speaking</b>	Use oral language for self-expression, to transmit information, to effectively communicate	<input type="radio"/>	<input type="radio"/>				
<b>Listening</b>	Collect data, facts, ideas from oral and electronic sources; analyze experiences, ideas, and information presented by others	<input type="radio"/>	<input type="radio"/>				

Correlation to Standard(s)		Yes	No	Evidence to Support Rating
<b>Curriculum</b>	Objective of lesson relates to standard, content is aligned, content is appropriate to grade level	<input type="radio"/>	<input type="radio"/>	
<b>Instruction</b>	Methodologies used will achieve standard, lesson is differentiated and accessible for all students	<input type="radio"/>	<input type="radio"/>	
<b>Assessment</b>	Formative assessment aligned with standard/objective	<input type="radio"/>	<input type="radio"/>	

Overall Rating of Rigor and Relevance		Please check the overall quadrant rating.
<b>Quadrant A</b>	Teacher centered, student recall and comprehension, memorization, no application of learning	<p><b>Rigor/Relevance Framework</b></p> 
<b>Quadrant B</b>	High application, students working independently or in groups, interdisciplinary and real-world	
<b>Quadrant C</b>	High level thinking and reflection, summarizing, analyzing, student original work, school based problems	
<b>Quadrant D</b>	Challenging real world problems, student design, creativity, original solutions, real world products	

## Classroom Visitation Rubric

<b>Learner Engagement</b>		<b>Low</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>High</b>
<b>Intensity</b>	Positive body language, consistent focus, verbal participation, student confidence, and excitement	Few students exhibit positive body language, are focused on what is being taught, are eager to answer questions, or appear to be excited to learn	Fewer than half of the students exhibit positive body language, are focused on what is being taught, are eager to answer questions, or appear to be excited to learn	Half of the students exhibit positive body language, are focused on what is being taught, are eager to answer questions, or appear to be excited to learn	More than half of the students exhibit positive body language, are focused on what is being taught, are eager to answer questions, or appear to be excited to learn	Most students exhibit positive body language, are focused on what is being taught, are eager to answer questions, or appear to be excited to learn
<b>Breadth</b>	Degree to which all students are engaged	Few students are fully engaged in classroom instruction and activity	Fewer than half of the students are fully engaged in classroom instruction and activity	Half of the students are fully engaged in classroom instruction and activity	More than half of the students are fully engaged in classroom instruction and activity	Most students are fully engaged in classroom instruction and activity
<b>Consistency</b>	Consistency of engagement through time observed	Learner engagement is inconsistent throughout the duration of instruction	Fewer than half of the students are consistently engaged in instruction	Half of the students are consistently engaged in instruction	More than half of the students are consistently engaged in instruction	Most students are consistently engaged in instruction
<b>Evidence of Rigor</b>		<b>Low</b>	<b>Below Average</b>	<b>Average</b>	<b>Above Average</b>	<b>High</b>
<b>Thinking</b>	Students are expected to reflect, research, analyze, or summarize	Students are not required to use higher order thinking skills, such as evaluation, synthesis, and analysis, to answer questions and solve problems	Students seldom use higher order thinking skills, such as evaluation, synthesis, and analysis, to answer questions and solve problems	Students occasionally use higher order thinking skills, such as evaluation, synthesis, and analysis, to answer some questions and solve some problems	Students use higher order thinking skills, such as evaluation, synthesis, and analysis, to answer more than half of the questions and solve problems	Students frequently use higher order thinking skills, such as evaluation, synthesis, and analysis to answer most questions and solve problems
<b>Verbal responses</b>	Students are expected to give thoughtful responses that demonstrate understanding	Students' verbal responses demonstrate simple recall and basic understanding of knowledge as evidenced by single word responses or recital of fact	Students' verbal responses demonstrate comprehension through explanation of knowledge	Students' verbal responses demonstrate ability to extend and refine acquired knowledge	Students' verbal responses demonstrate ability to extend and refine acquired knowledge automatically and routinely to analyze and solve problems and create unique solutions	Students' verbal responses demonstrate competence to think in complex ways and apply knowledge and skills when confronted with perplexing unknowns
<b>Work</b>	Student work requires creativity, originality, design, or adaptation	Student work requires simple recall of knowledge	Student work requires application and explanation of knowledge	Student work requires occasional use of creativity, originality, design, or adaptation	Student work requires frequent use of creativity, originality, design, or adaptation	Student work requires extensive creativity, originality, design, or adaptation

Evidence of Relevance		Low	Below Average	Average	Above Average	High
<b>Work</b>	Student work is a real- world product or presentation done under real-world conditions	Student work reflects knowledge in one discipline and requires recall, learning steps in a procedure, memorization of facts and formulas, or assesses content knowledge	Student work reflects application in one discipline and requires use of knowledge, practicing steps in a procedure, using previous knowledge to solve problems, creating solutions, and assessing performance	Student work reflects interdisciplinary application and requires use of knowledge, practice steps in a procedure, using previous knowledge to solve problems, create solutions, and assess performance	Student work reflects real-world predictable application of knowledge and requires standards, performance, tasks, time-frames, and resources used in the real-world	Student work reflects real-world unpredictable application of knowledge that requires uncertain results, unknown factors, and individual and unique solutions to problems
<b>Resources</b>	Students use real-world resources in completing work	Students rely on the teacher as their primary resource to complete work	Students use and rely on the teacher as their primary resources but also use textbooks, encyclopedias, and, secondary reading material to complete work	Students use a variety of resources including the teacher, textbooks, encyclopedias, and secondary reading material to complete work	Students use a real-world resource such as manuals, tools, primary source documents, Internet, and interviews with people to complete work	Students identify and use multiple real-world resources such as manuals, tools, primary source documents, Internet, and people to complete work
<b>Assessment</b>	Quality of work is judged on real-world, authentic measures	Students are assessed by multiple choice, short response questions, true/false, or matching where one correct answer exists	Students are assessed by multiple choice, short response questions, or extended response questions	Students are assessed by extended response questions or product performance	Students are assessed by real-world predictable measures such as a procedure, process, or product performance	Students are assessed by real-world unpredictable measures such as portfolio, product performance, presentation, interview, or self-reflection where various correct answers are possible

## **Appendix 4**

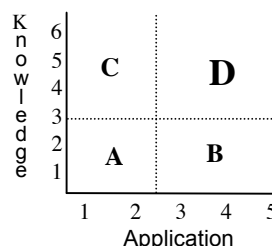




## LOOKING FOR HIDDEN CLUES WHILE READING

**Subject(s)**  
English Language  
Arts, Social Studies

**Rigor/Relevance  
Framework**



**Grade Level** 10

### Instructional Focus

**Reading:** Students read a variety of grade level materials, applying strategies appropriate to various situations

**Writing:** Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Listening :** Students listen for a variety of purposes appropriate to the grade level.

**Speaking:** Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

**Language Arts Integration:** Students synthesize individual language arts skills.

**Patterns of Change:** Students recognize patterns of social, political and economic change in the course of human history.

**Critical Interpretation:** Students demonstrate the ability to consult and apply primary and secondary sources in determining historical fact.

### Student Learning

- Scrutinize a literary text for examples of racism
- Assess various resources for historical accuracy of racist events depicted in the literary text
- Generate interview questions for an individual with firsthand knowledge of racism
- Compose and deliver a presentation comparing and contrasting the racism of the literary text to racism in today's society

### Performance Task

**Overview:** Students will read *To Kill A Mockingbird* and take down examples of bigotry as they encounter them in the text. The students will then research the topic of bigotry in the 1930s in order to assess the historical accuracy of the events presented in the novel. The students will then locate and interview an individual who has encountered racism firsthand and can attest to its existence in contemporary society. The students will then compile their information into a presentation that they will deliver comparing the racist events from the novel with the prevalence of racism today.

**Description:** While reading *To Kill A Mockingbird* the students will be asked to complete part of the graphic organizer, indicating the events of racism within the novel (at least 10). Upon completion of the novel and graphic organizer, the teacher will inform the students of their assignment: *To research the 1930s in America in order to assess the accuracy of Harper Lee's depiction of racism, then locate and interview an individual*

<b>Performance Task</b> (cont.)	<i>who has firsthand knowledge of racism in contemporary society, and finally present the information by comparing the racism from the novel to its existence today.</i> The students will then be given time to research, complete the remainder of the graphic organizer and prepare their presentations. The culmination of the lesson will be the delivery of presentations, which will be assessed on the rubric.
<b>Essential Skills</b>	<div>E2</div> <div>Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.</div> <div>E3</div> <div>Follow oral directions.</div> <div>E6</div> <div>Collect and focus thoughts about the writing activity (brainstorming, listing, drafting, etc.).</div> <div>E7</div> <div>Research information from a variety of sources and draft a well-organized, accurate, and informative report or essay that engages an audience and addresses its needs.</div> <div>E8</div> <div>Prepare and deliver individual speeches that address the needs of the target audience by gathering information, rehearsing, making eye contact, speaking loudly enough, and delivering information in a well-organized fashion.</div> <div>E9</div> <div>Organize supporting detail in logical and convincing patterns that focus on audience and purpose.</div> <div>E10</div> <div>Participate in (sometimes leading) one-on-one or group discussions by asking questions, asking for clarification, taking turns speaking, agreeing and/or disagreeing courteously, making informed judgments, and working toward a common goal.</div> <div>E12</div> <div>Preview (skim) informational text to anticipate content (title, chapter headings, Internet search results, illustrations, table of contents, etc.).</div> <div>E13</div> <div>Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.</div> <div>E15</div> <div>Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.</div> <div>SS15</div> <div>Analyze and describe the struggle for racial and gender equality and the extension of civil liberties.</div> <div>SS16</div> <div>Identify bias and prejudice in historical or modern interpretations of people, places, or events.</div> <div>SS17</div> <div>Describe the benefits and challenges of diversity in the United States.</div>
<b>Assessment</b>	Rubric
<b>Attachments/ Resources</b>	Graphic organizer
Submitted by: LaRee Godes, Central Clinton High School, laree.godes@central-clinton.k12.ia.us	

Graphic Organizer:

**Directions:** Complete the first chart while reading To Kill A Mockingbird:

Textual evidence of racial incident (Direct quote)	Page number(s) of incident	Summary and Importance of the incident
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Interview:

Considering the events from *To Kill A Mockingbird*, what questions do you have for someone who has experienced racism firsthand? Write the below and do not forget to include the important Who, What, When, Where, Why and How?

Presentation:

Complete the “T” chart below in order to organize your information for your presentations:

**Racism in *To Kill A Mockingbird***

**Contemporary Racism (Interview Evidence)**

### Rubric:

CATEGORY	25-A	20-B	18-C	15-D
Research Racism-1930's and now	Read the complete work of "To Kill a Mockingbird". Research and make a complete list of racial incidents (10) from the book. Make a corresponding list of the 2009 alternative to the racism found in the original book.	Read the majority (75%) of "To Kill a Mockingbird". Research and make a list of racial incidents (7) from the book. Make a corresponding list of the current alternatives to the racism found in the original book.	Read at least half of "To Kill a Mockingbird". Research and make a list of racial incidents (5) from the book. Make a corresponding list of the current alternatives to the racism found in the original book.	Read the Cliff Notes on "To Kill a Mockingbird". Had 3 examples of racism from the 1930's version. Had 3 alternatives examples of racism found today.
Presentation	Thoroughly discusses both <i>TKAM</i> and interview evidence with clear comparison of the two.	Adequately discusses both <i>TKAM</i> and interview evidence with sometimes unclear comparison of the two.	Minimally discusses both <i>TKAM</i> and interview evidence with numerous unclear comparison of the two.	Lack of discussion of both <i>TKAM</i> and interview evidence OR Only one aspect, <i>TKAM</i> or the interview is discussed

## **Appendix 5**

## **Content Literacy Continuum (CLC)**

The Strategic Learning Center is a non-profit organization dedicated to increasing literacy and improving achievement for adolescents. We provide professional development, programs, and tools to schools and districts to address the needs of all students.

Working in partnership with the University of Kansas Center for Research on Learning, we work with schools to create a school-wide, multi-tiered approach. This tiered support model, called the Content Literacy Continuum, provides an effective framework for addressing school's Response to Intervention (RTI) needs. The Strategic Learning Center serves as the implementation arm for the University of Kansas Center for Research on Learning and is the sole source provider for the Content Literacy Continuum initiatives. The Strategic Learning Center provides school districts nationwide with cutting edge, research proven practices that effectively support the development of literate, independent, and successful adolescent learners.

The program provides students access to critical content through the implementation of the Content Literacy Continuum (CLC). CLC is a framework for developing and planning for a comprehensive school-wide literacy model. The three levels included in the CLC Project are: Content Enhancement (Level 1), Embedded (school-wide) Strategies (Level 2), and Intensive Fusion Reading Instruction (Level 3). The program is a school-wide initiative to promote literacy growth, support critical thinking, and provide organizational strategies for both teachers and students. Professional development will be provided for all staff to ensure the CLC Project is implemented effectively and CLC Lead Teachers will provide coaching support to teachers.

## **Appendix 6**



## EDUCATIONAL OPTIONS

For more than ten years, Educational Options has helped thousands of students stay in school and become lifelong learners. Our mission is to create outstanding web-based educational products that support students and teachers inside and outside the traditional classroom.

Founded by educators, Educational Options set out to provide schools with more solutions to keep students engaged in the learning process. Today, our team of highly-qualified teachers and education professionals are proud to carry on this tradition. We are dedicated to helping students succeed.

What distinguishes Educational Options from other companies is our belief that the teacher is the single most important link in the learning process. Our goal is to support teachers with powerful tools to leverage their effectiveness and enhance their capabilities. We collaborate with teachers, not replace them.

Educational Options is [accredited by the Northwest Association of Accredited Schools](#) and certified by the Commission on International and Trans-Regional Accreditation.

Educational Options is also the parent company of Blue Ridge International Academy, an online school offering curriculum, certified teachers, and accredited diplomas to schools and students who need flexible learning options.

Blue Ridge International Academy is accredited by the Commission on International and Trans-Regional Accreditation, the Southern Association of Colleges and Schools Council on Accreditation and School Improvement, and the Northwest Association of Accredited Schools. Blue Ridge's credits and diplomas are recognized by schools and colleges across the country and around the world.

Educational Options is also proud to be the first national recipient of the [U.S. Chamber of Commerce Small Business of the Year award](#), recognizing our dedication to employees, customers, and community members.

Find out how Educational Options' [Stars Suite](#) and [Blue Ridge International Academy](#) schools grow their students' success. Visit our [products](#) page or feel free to [contact us](#).

## **Appendix 7**

## The **WE** Survey Suite for Students and Staff

Do you know what your students think about school? Do they think learning is fun and exciting? Do they feel challenged and supported?

Do you know what your staff think about the dynamics in the classroom and the school? Do they align their day-to-day actions to the mission of the school? Do they feel empowered and ready to make a difference in the lives of all students?

The *We* Surveys are an easy-to-use tool to help school leaders find the answers to questions like these. The suite includes three surveys, which can be used together or alone:

1. *We Learn* – Student Survey
2. *We Teach* – Instructional Staff Survey
3. *We Lead* – Whole Staff Survey

Each survey has 60 items that are rated on a Likert scale from Strongly Agree to Strongly Disagree.

Asking students and staff for feedback about their experiences in school can initiate innovative, meaningful school change. When school is an exciting place to be, students are engaged, and staff feel empowered to help students reach their goals.

### ***We Learn* – Student Survey**

The *We Learn* – Student Survey is for grades 6-12. This survey includes items related to rigor, relevance, relationships, and leadership and seeks to determine whether, for example, students feel challenged, see the connection between school and the real world. Items include:

- This school has high expectations for all students.
- My teachers present lessons in different ways.
- My teachers know my academic interests and goals.
- Students are involved in important decisions at school.

### ***We Teach* – Instructional Staff Survey**

The *We Teach* – Instructional Staff Survey is for the adults who have a part in teaching and learning in the classroom. This survey is a companion to the *We Learn* – Student Survey so that perceptions of staff and students can be compared. Items also relate to rigor, relevance, relationships, and leadership and include:

- In my class students discuss and solve open-ended questions and problems.
- There is strong communication between school administration and staff.
- I make learning exciting for my students.
- I am a source of encouragement for my students.

## ***We Lead* – Whole Staff Survey**

The *We Lead* – Whole Staff Survey assesses how staff perceives the school administration. Items are based on three key elements:

- Coherent vision
- Instructional leadership
- Empowerment

In order for students to reach their full potential, a school needs to have a coherent vision, strong instructional leadership, and staff who feel empowered to make decisions on behalf of students. *Coherent vision*, *instructional leadership* and *empowerment* have been identified by the Successful Practices Network as three key elements of leadership in successful schools across the country.

Survey items include:

- I am supported to grow professionally.
- School administrators see me as a leader.
- School administration creates a climate of trust.
- I am proud of this school.

The findings from the survey provide valuable insight into the leadership and overall health of the school and can be used to guide whole school reform efforts aimed at fostering rich learning environments focused on rigor, relevance, and relationships for all students.

## **About the Surveys**

- 60 items on each survey
- 10-15 minutes to administer
- online or on paper
- parallel items for students and instructional staff show comparisons

### **Cost:**

*We Learn* – Student Survey - \$1,100 for 500 students + \$1.00 for each additional student

*We Teach* – Instructional Staff Survey - \$600

*We Lead* – Whole Staff Survey - \$600

Discounted rates are available for Successful Practices Network members.

For more information, please contact Jackie Gonyo at [Jackie@SPNet.us](mailto:Jackie@SPNet.us) or 518-723-2063.



**Successful Practices Network**

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